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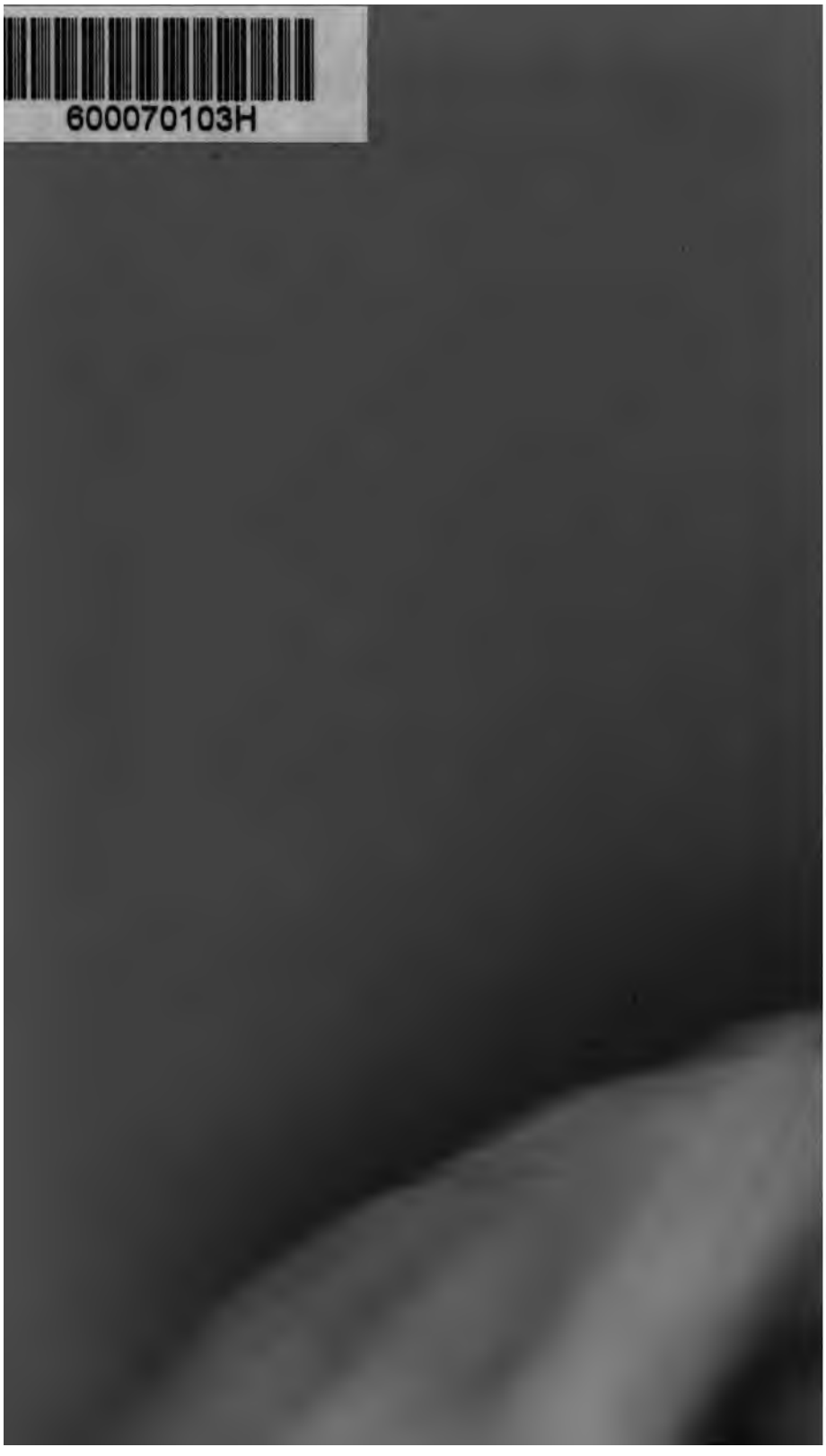
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MIXED EDUCATION

IN

IRELAND.

THE CONFESSIONS OF A QUEEN'S COLLEGIAN.

BY

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&c. &c.

IN TWO VOLUMES.

VOL. I.—THE FACULTY OF ARTS.

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PREFACE.

THE present volume, as the reader will perceive, relates the past history and present condition of the so-called Faculty of Arts of the Queen's University in Ireland. In intimate connection with this subject is the sketch of School Education given in an early portion of the work.

The second volume, now in preparation, will deal with the Professional Schools of the Queen's University, their real character and assumed significance. The account of the Medical School, and of the Galway Medical School in particular, will principally, as may be seen from the advertisement at the end of the present volume, be from the pen of Surgeon Ward, late Demonstrator of Anatomy in Queen's College, Galway. The Second Volume

will also contain, as may be seen from the same advertisement, some miscellaneous chapters upon points of especial interest, including details of the religious and social operation of the Mixed System.

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Errata.

P. 10, 11, *for* much less than the reverse, *read* little more than the inverse

„ 40, *for* enrolments, *read* emoluments.

„ 185, last line of table, *for* 141 *read* 144, *and for* 129 *read* 149.

PART FIRST.

INTRODUCTIONS.

'The difference between us and other Universities is, that we have not such very well-trained men.'—*From Minutes of Evidence of Professor Nesbitt before the Queen's Colleges Commission.*

'I must honestly state that if we had no Scholarships and no Exhibitions we might as well shut our doors.'—*From Minutes of Evidence of Professor Melville before the Queen's Colleges Commission.*

THE CONFESSIONS

OF

A QUEEN'S COLLEGIAN.

CHAPTER I.

PRELIMINARY.

It is now some five or six years since I first thought of attempting something like my present work. I believe it was about my second session at college that a certain inkling of things not being quite right—a certain sense of dissatisfaction and disappointment, which was not exactly conviction so much as growing suspicion and uneasiness—began to cloud the charming rose-colour of a boy's first dream of the University. As I write these lines, I remember I shall be twenty-three to-morrow, and six years ago must have found me only seventeen.

I do not know what in particular first called

upon me to reflect. Most probably it was nothing in particular. Most probably my state of mind was only the result of many individually imperceptible accessions—was only the reflection of many confused impressions which I had not then either the critical skill or the inclination to analyse.

I cannot even explain how it was I ever came to reflect at all, or why I did not, like so many of my fellows, feel only too glad to get over the ground upon the easy terms a decent formality required, without ever minding to look the gift horse in the mouth, or ever troubling myself, so long as the spectators were kept in the dark, about his being such a peculiarly sorry Pegasus indeed.

I only know that I early began to feel a marked, a painful contrast, between the Queen's Colleges as advertised and the same institutions as experienced. For peace I found party; for science, smattering; for equality, unfairness; for religion, irreligion; for promise, pretence; and for hope, disillusion. Factious animosities were more sharply defined than I had ever imagined them before, or have ever witnessed them since. Where the hostility of parties seemed to have grown dead

or wearied, it did not so much disappear as change its semblance without changing its aim. It is long since I have learned there are no sectaries like Unsectarians, and that Catholic Religion comes off much worse from the handling of the latter than the former. In matters of science I saw a system which sought above all, and with a perfect mania, to prove its success by the mere numbers it could seduce to its classes by the most reprehensible means: by the unexampled lowering of the Matriculation; by the unexampled profusion of bribes; by the unexampled abolition of anything like a uniform standard of general education among its students, or of anything like a general education at all; by the unexampled facilitation and degradation of its Arts Degree. At the same time I found equality to consist in a plentiful enforcement of one-sided text-books, whose one-sidedness it was forbidden to professor and teacher to refute; while religion was provided for by classing the Unitarian and the Christian with respectful or contemptuous indifference in identically the same category; and, so far as education went, inculcating, or leaving it to be inferred, that history and civilisation had as much or as little reason to be indebted to the one as

to the other. As for Ireland, if her name was mentioned in a text-book of the 'University,' it was only to exhibit her in a light either ludicrous or depraved—the idiot rebel of generous England, the idiot dupe of some charlatan O'Connell, now hounded on by surpliced ruffians to the most desperate atrocities, and now swindled, in just retribution for her whimpering disloyalty of course, by some agitator of an hour. These are strange experiences to record of any educational institution, but the reader may remember that most of them have been hinted at in many quarters already; and before these pages are concluded, it will have been my painful duty to confirm this account in every particular.

Here I take an opportunity, at the very outset of my work, to protest once for all, against being thought to have any intention of impugning the motives of any private persons whosoever, or even such quasi-officials as professors and the like. Many of these I know to be most estimable characters in all the walks of life, as life presents itself to them. For the good faith shown by some of them, in their statements on behalf of the Queen's College propaganda, I cannot indeed so readily go bail. But neither can I so decisively

pass judgment upon the hidden workings of their minds, as not to leave a loophole for charitable construction. Few honest fanatics, perhaps—and fanatics they unquestionably are—would not be warped to ambiguities by the sinister necessities of their responsible position. With them I can have no quarrel. And if I array them in evidence, it is to proceed against greater than they. Who accuses the servant and acquits the master? Who impeaches the offending hand and absolves the guilty head? With agent or instrument I have nought to do; but with the sciolists in high places, with the projectors in high places, with those who misunderstood the requirements of the people, with those who misrepresented the requirements of the people, with the under-clever statesmen, with the over-clever statesmen, with those who planned a bad system of education on the chance of its turning out harmless; with those who enforced a bad system of education on the calculation of its turning out harmful; with the great Liberal party, whose liberality is in inverse proportion to its greatness; with the great Conservative party, which has never cared to conserve anything but itself. These I accuse; these I impeach;—by the warrant of what I have seen; by the warrant

of what I have heard:—of tyrannical legislation, of reckless legislation, of unintelligent legislation; in the name of scholarship, sacrificed to the exigencies of recruiting; in the name of religion, sacrificed to the exigencies of intolerance; in the name of five millions of my countrymen, debarred from the benefits of learning; in the name of five millions of my countrymen, debarred from their birthright of education; in the name of society, which suffers; in the name of civilisation, which condemns.

Many people who have been accustomed to consult their personal ease, much more than anything else, may very sensibly conclude that all this is not very wise. And perhaps they are right. It might show much more worldly wisdom to hold my tongue. What business have I to be telling tales out of school, when nearly everybody else, with the exception of Mr. Pope Hennessy, and a few insubordinate spirits of his kind, have kept mum, or been kept so, for twenty years? No business in life, I admit, except indeed a certain leaven of rebellism, which will not let me allow 'getting husks for grist' is a fair bargain. Besides, the fruits of all the wise reticence which has been practised for these long twenty years, have not so conspicuously

recommended themselves to my peculiar taste, as to make me feel quite sure that a little unworldly candour, a little foolish outspeaking, would not be a much better and more honourable thing. If it turns out that honesty is not the best policy, why so much the worse for policy.

And now I shall confess to the reader what he may consider was the least wise idea that ever came into my brain in the course of this unwise business. Nothing less than to up and tell Convocation what I thought about their precious University, about its academic system, about its bounty* system, about its graduate system, about its religious system. I did not then add, even to myself, about its Convocation system. It did not half occur to my innocence, that there was anything profoundly Quixotic in my proposed undertaking. I had found many friends, in the course of my University career, to cordially agree with me upon many or all the abuses which the Queen's University seemed created to foster. It is not without the approval of some of them that I write these

* 'So far as this College is concerned, I must honestly state that if we had no Scholarships, and no Exhibitions, we might as well shut our doors.' From *Minutes of Evidence of Alexander G. Melville*, M.D., M.R.C.S.E., M.R.I.A., Professor of Natural History, before the Queen's Colleges Commission.

statements. And I was simple enough to think that a fair and thorough statement of all that the Queen's University was not, and of all that the Queen's University could never be—of its unnecessary shortcomings, of its necessary shortcomings, of its exotic character, of its illiberal character, of the mischievous fiasco it had been in the past, of the yet more mischievous fiasco it must be in the future—could not but have weight with young men who, with the stiff judgments and stiff preconceptions of young men and young doctrinaires, might also fairly be expected not to be without both the generous sympathies of youth and the practical leanings of philosophy.

I would have reminded them of what everybody confesses, outside of Presidential Reports and speeches from Crown Ministers—and what the Lord Chief Baron, on the part of the Senate, has recently expressly reiterated—that while the Catholic people of Ireland outnumber, in the proportion of four to one, all other denominations together, in the Queen's Colleges, especially founded for the instruction of that Catholic people, the proportion which Catholic students bear to those of all other denominations is, after twenty years, much less

than *the reverse of that proportion.'* * I would have added, what everyone within the pale of the University must know, that they should exclude from *that small Catholic fraction* (which ought to be a great Catholic multitude) all those students—whose connection with the 'University' exclusively consists in attendance upon those *professional schools* which, though by a convenient fiction counted to the credit of the system, stand in no closer relation to Mixed Education, or to any education but professional, than that of local contiguity. And thus it might be doubted whether the total number of Catholics in the actual enjoyment of that 'Unsectarian General Education,' which the three colleges have been commissioned to convey, would in all the three colleges be found to greatly exceed, if they even equalled, *the third* of that small fraction. *I doubt if at this moment there are half a hundred Catholics in Galway, Cork, and Belfast together,*

* 'The number of students in the three colleges of the Queen's University has been 740 in the academic year which has just concluded. Of these 214 are members of the Established Church, 170 *are Catholics*, 263 Presbyterians, and the remainder, who number 93, belong to other smaller denominations.' Speech of the Lord Chief Baron on the part of the Queen's University, as senior member of the Senate in the absence of the Chancellor and Vice-Chancellor, at the annual meeting in St. Patrick's Hall for the year 1868–9.

who have an atom more to do with Mixed Education, except nominally, than if they were studying engineering at Woolwich, law at the Inns of Court, or medicine at the College of Surgeons or in St. Cecilia Street. Like some petty potentate eclipsed by powerful auxiliaries, the poor little faculty of Arts, or University proper, that was originally * intended 'to be developed on a large scale, to be a really fully developed faculty of Arts,'

* 'Sir Thomas N. Redington. — Did the Statutes, *as originally framed*, provide for the *three* faculties of arts, law, and physic?

Witness.—I think not. . . . . The Board framed a programme of education which did not include the three faculties. I myself was in favour of the plan then adopted; the other members agreed with me. *The idea was, in the first instance, to develop the faculty of arts on a large scale.* . . . . We conceived the idea of one very full faculty of arts. . . . . *I beg leave to say that, although when we were first making our arrangements, I advocated the organisation of the faculty of arts exclusively*, and was anxious to see created in this country a really fully developed faculty of arts—a thing which we had not in any of our existing universities (!)—*subsequently, events made me sensible that it was necessary for the success of the educational system and its favourable reception by the country, that the faculties of medicine and law should be constituted, and I therefore fully concurred in the subsequent arrangements which were made for the constitution of those faculties, although such concurrence on my part differed materially from the view I had at first advocated.* . . . The plan for the building of the colleges had been drawn up and approved by the Government on the supposition of there being but one faculty, namely, of arts, with schools of engineering and agriculture.'—*Minutes of the Evidence of Sir Robert Kane* before the Queen's Colleges Commission.

I may add that the retrogression of the Queen's University from the status of an educational to that of a professional institution has, since 1868, received its further 'development' by the elevation of the mechanical school of engineering to the rank of a faculty. I do not

has long since given up the notion of ever becoming 'developed' at all, and is only too glad to shelter its meagreness under the lee of those engineering, legal, and medical faculties, which, though purely professional, and in no wise peculiar to the Queen's University, have been laid hold of in the desperate straits in which Unsectarianism finds itself in this country, for the obvious advantage of having, by an obvious fraud, their numerous students to quote to the credit of Mixed Education. So extensive has been the metamorphosis of the University, so extensive has been its substitution of professional training, in the place of its original plan of general education, that the single professional faculty of Medicine alone supplies at least half of the total numbers usually reckoned as Queen's Collegians ; and this, though not a single medical student—from the moment his name is first inscribed on the roll of the medical classes, to that in which he makes his final bow to Her Majesty's

doubt that, if the country folk could be nominally recruited thereby for the system, agriculture would not be left to lack a similar distinction. Nor by this do I mean to cast any slur upon useful and honourable callings, but only to prevent any blinking of the fact that, for all the Queen's University is doing for the *general education* of the country, we might as well be without it. It is the rival of several professional training schools. It bars the way of Catholic education. It neither does, nor seeks, anything more.

Lord Lieutenant-General and General Governor in the Castle of Dublin—has ever been under the slightest necessity to acquire the slightest tincture of anything but medical knowledge and skill. To refer again to the Lord Chief Baron, who evidently had no idea that he was proclaiming the utter breakdown of the original institution: '302 candidates in all have attended the University examinations of the year. *Of these candidates*, 73 *have undergone the first University examination in the curriculum for the degree of Bachelor of Arts. . . . In the faculty of Medicine, the most important part of what comprises the system of education in this University*, 124 *candidates have undergone the first University examination.*' As it would be only counting many of the same individuals twice over to mention the number of candidates who underwent the second University or Degree examinations in the little faculty of Arts, and the big faculty of Medicine respectively, we may rest satisfied with the evidence of comparative strength these statistics exhibit as between the two faculties. And let it be remembered that this only is the proportion between Arts and one other faculty alone. If we are to take into consideration the candidates in the other 'faculties' in Engineering, 'another impor-

tant department,'* and in Law we shall have more than ever reason to come to the conclusion that Arts is literally nowhere, and that 73 out of 302, or less than one-fourth of the 'University,' very fairly represents its wretchedly subordinate position. If, among that handful of 73, there are 15 *Catholics*, or a pitiful fifth, it is as much as I can make out by calculation or by scrutiny. Take up the records of the Colleges ten years ago—take them up fifteen years ago—and the tale they tell yesterday, and the day before, is the same as they are telling now. *The failure of the Endowed and Established Church was never more conspicuous than the failure of the Endowed and Established University.* The paucity of Catholics in Trinity College used to be explained upon the ground of the very successful extermination and confiscation of those Catholic families who, but for such measures of paternal government, would be in a position to-day to patronise that aristocratic (?) establishment. The Catholic middle classes, however, though not as well off, perhaps, as they might be but for their paternal government, have certainly neither been buried nor beggared. On the contrary, 'the anxiety of the

* Speech of the Lord Chief Baron.

laity to partake of the blessings of education,' is one of the stock topics in the mouths of none so frequently as the Queen's College party. Even if 'the laity' are at times a little hard up for cash, is not Queen's College education, to put it mildly, the cheapest in Ireland? How, then, account for that extreme fewness, almost amounting to entire absence of the Catholic body—high class, middle class, or low class—from the number-roll of the 'lay' University?

Such facts as these I was prepared to lay before the Convocation. They form but a small portion of what the reader will find detailed in the following pages; but they ought to have been amply sufficient for my purpose. And I would have asked my fellow-members, my fellow-graduates—albeit so very few were my fellow-religionists—what good could ever come, on the grounds of fair dealing and expediency alike, from keeping up an educational farce, which was a failure from its inception, and is a failure still; which, after being founded twenty years ago, ostensibly for the benefit of the bulk of the people, is after twenty years as carefully eschewed by the bulk of the people, and as practically defunct, except for professional training purposes, as if it had never existed. I might have

prayed them to consider in what name they were practising intolerance—the name of holy tolerance itself; to reflect against whom they were double-barring all the doors of mind's great temple—their own countrymen and well-wishers; and at the beck of whom—were these their well-wishers or their countrymen? I had hoped that such representations would have their effect. But if the furious rejection of the poor boon of the Supplemental Charter was not sufficient to destroy my delusion, what I witnessed at a personal visit to Convocation was quite enough to convince me that, even supposing a quorum to be present to constitute a meeting—a thing which appeared by no means certain—Convocation, absorbed in the contemplation of their own perfections, or profoundly engaged in withering denunciations of ultramontanism, had far grander things to trouble them than the interests of education or the interests of Ireland.

CHAPTER II.

CONVOCATION.

It was on the morrow of the October meeting of the University, in 1868, that for the first and only time I presented myself at Convocation, which had been summoned to attend in St. Patrick's Hall, at twelve o'clock precisely of that day. It was striking the hour of noon as I ascended the great staircase, grim with old-fashioned smooth-bores, and bristling with antique bayonets. The last chimes had hardly ceased to reverberate as I entered my name, degree, and residence with the clerk, and, with something of awe for the august assembly upon whom I was intruding, respectfully hoped my punctuality had prevented any interruption of their grave deliberations. Here, if anywhere, I was about to mingle with the living evidence of the successful working of our institution. I was about to receive ocular demonstration, if ocular demonstration was possible, of the fact of its numbers and its popularity. It was true that I

had seen little of it elsewhere that I could reconcile with any ordinary standards in its line. But here, at any rate, upon the very scene of the yesterday's fashion and parade, with the glowing accents of viceregal optimism yet ringing in my ears, I could not but expect an important concourse for the despatch of important business. I could not altogether disassociate my mind from attributing some properties of substance and form to a body that talked so loudly and that talked so much.

Hardly reassured by the response that the meeting had not as yet constituted itself, I passed on through the inner doors, and stood upon the threshold of the long apartment. There were the ample carpets; there were the crimson benches; there were the oval mirrors; there were the painted ceilings; there was the empty throne. A dozen gentlemen, half of whom seemed to be reporters, scattered in two or three little knots upon the dais or at a table, alone relieved the empty room. Could this be Convocation?

I resolved at all events to take my place, and selecting a seat beside a gentleman who sat somewhat apart and solitary, inquired when the 'meeting' would probably proceed to business. 'Not till they can get a quorum,' was the answer. 'They

have just sent out to see if any members are outside. It is always very difficult to find enough to make a meeting. I dare say it will be all right by-and-by; if not, we shall have to go home again.' This was sufficiently discouraging. I afterwards learned that, with judicious foresight, the statutes have provided the legal space of 'one hour from the time of meeting' for Convocation, to look about and try to get 'thirty members together.' Not succeeding after this interval, 'the House shall forthwith adjourn.'

Buoyed up by what remained from such a damper on my spirits, I waited patiently for full three-quarters of an hour or more, a quiet observer of the most amusing member hunt that can be imagined. 'Why is not Doctor —— here? he promised to attend.' 'Where can —— be staying?' 'What can have delayed ——?' 'Professor —— was here just now: go see is he in Stoney's office.' 'Oh, here are the Reverend Mr. ——, and the Reverend Mr. ——.' 'Glad to hear the Reverend Mr. —— will be up presently.' Were it not for these little bits of bye-play, on the part of three or four gentlemen, whom I quickly came to recognise as the principal wire-pullers of the whole affair, the tedium of so long a deadlock would have become dreadfully unendurable.

At length by slow recruitments and occasional droppings in, the dozen became two dozen or three. The clerk of Convocation looked at his watch. Everybody assumed an air of intrinsic merit. Somebody had the honour of moving Sir Robert Kane to the chair. The house was counted and was happily found to escape, by one or two, being counted out. The chairman called on the clerk of Convocation to read the minutes of the last meeting. And the business of mutual admiration began.

First, the 'Annual Committee of Convocation' and the 'Committee on Parliamentary Representation' presented a 'joint report,' the gist of which was that they had not been hitherto exactly, so to speak, altogether successful in obtaining a Parliamentary representative for the 'University.' Everybody, indeed, to whom they had spoken—'and they had been working actively amongst, and having interviews with, the most influential members of Parliament'—seemed to have very nearly, if not altogether, as exalted a sense of the inestimable excellence of their 'University' as the committees were proud to feel; and, knowing as they did the blessings of its influence and the talents of its members, could not but feel them-

selves. (Applause.) Nevertheless, the fact could not be concealed that, notwithstanding the pressure brought to bear by several deputations, consisting of Sir Robert Kane, Professor Nesbitt, the Bishop of Killaloe, and other members of Convocation remaining in London for some time, as yet matters might be said to be as they had stated. However, the committees would not recommend Convocation to be down-hearted. They hoped, indeed they confidently believed, that Something Would Turn Up Soon—if not immediately, upon the introduction of a bill for the re-distribution of seats in Ireland, when the 'claims' of an institution like the Queen's University 'cannot be overlooked.' (Applause.) Having administered this crumb of comfort, the annual committee, who had prefaced their statement by the usual piece of valuable information, 'that since the last meeting of Convocation, no matter of importance had arisen, to which they desired to direct the special attention of Convocation,' and who had certainly so far strictly kept within the letter of that intimation, proceeded to put an appropriate conclusion upon what had never a beginning, and cannot be said to show much of a middle; by 'also' informing Convocation that 'Her Majesty' had at length been

pleased to nominate a professor upon the senate, and that they, the committee, were in a state of 'great satisfaction' thereat—which must be a source of 'great satisfaction' to 'Her Majesty.'

While these interesting details were being 'reported,' I had time and temptation to scan a little more carefully the individuals and the component parts of the small parcel of gentlemen who were so gravely playing out the Farce of Convocation. Of the thirty-two or thirty-three that were present, I should say that not less than a good third were professors or placemen of some description or other. But, besides this significant indication of our 'University' being pretty much in the plight of the famous regiment that was all officers and no soldiers, there was something far-and-away more striking in the palpable and undisguisable minority in which members of the National Religion found themselves among the representatives of this 'national institution.' I do not think there were four Catholics from first to last in the whole meeting. Almost as a matter of course, there was hardly one among the officials and teaching staff; and among the graduates we were doubled by the dissenting ministers alone. Indeed, the strength of what I may call the

divinity branch of the University, since Magee College, Derry, and Queen's College, Belfast, naturally supplement one another,* was quite a feature

* 'I may state with regard to the Presbyterian church that we have taken a deep interest in the establishment and in the success of the Queen's colleges from the very earliest period. . . . The circumstances of the Old Belfast Institution led the general assembly, in the year 1844, at a special meeting summoned for that purpose, to take measures towards the establishment of a college for itself. . . . . Though we had made considerable progress, and a certain amount of subscriptions had been put down for the purpose of erecting a college for ourselves, we were led to suspend our operations until it should be seen whether the college to be established in the north of Ireland would be suitable for our object. We had the very strong assurance of Sir Robert Peel himself upon the subject. One of his statements was to the effect that he intended the northern college to be a boon to the public at large, *and especially to the Presbyterians of the north of Ireland*, and he hoped that it would be so arranged as to suit our object. There were various interviews, subsequently, with the Government on the subject; and when the measure itself was introduced it was brought before the regular annual meeting of the General Assembly in Dublin, in the year 1845, and certain suggestions were made with regard to alterations and improvements in the Government plan. . . . . I may mention that our attention was, from the first, directed to the northern college. We took considerable interest in obtaining from Government an assurance that it would be established in Belfast. . . . Thus, after the professors had been appointed, at a meeting of the assembly, in October 1849, the matter was considered, and a formal resolution of the assembly was passed permitting our students to attend the classes in this college, and recognising its certificates and degrees. . . . I shall read the resolution passed by the general assembly at that meeting in October 1849:—"That whereas, Her Majesty's Government have enabled us to provide for the religious instruction of all our students by the endowment of a theological faculty under our own exclusive jurisdiction, and whereas, one of our ministers, in whose capacity and paternal care we have entire confidence, has been appointed Dean of Residences, and whereas, the qualifications and character of the persons appointed in Queen's

of the proceedings, and showed, that in the denunciation of the Old Priests, as Milton called them, with which Convocation rang on a recent occasion, the New Presbyters at any rate were not meant to be included. In fact, these constitute a governing body of the University, a circumstance which augurs little good for Catholic interests, and before the close of the day a decisive testimony was given to the estimation in which their services are held by their fellow 'unsectarians.' But all this is only quite in keeping with the character of the 'University' itself, which, as every one ought to know, and as I came to know long ago, besides being a mere trumpery subsidized job, so far as regards numbers and position, is, as to religious standing,

College, Belfast, for those classes which the students of this church have hitherto been required to attend, are such as to justify this assembly in accepting certificates and degrees from that college; we now permit our students to attend the classes in the Queen's College, Belfast." . . . . Now, the interest we take in this college is necessarily of the very deepest character, as may be seen from the number of students connected with the general assembly, which I have now the honour to represent, who attend the classes in it. . . . *There are facilities here which we enjoy in no other part of Ireland, and certainly in no other country*—in no other part of Ireland the same, and in any other country not at all.'—*From Minutes of Evidence of the Rev. Robert Wilson, D.D., Moderator of the General Assembly of the Presbyterian Church in Ireland, and ex-officio a Visitor of the Queen's Colleges, before the Queen's Colleges Commission.*

When, it may be asked, will the Catholics of Ireland be able to congratulate themselves in a similar fashion?

a practically purely Protestant affair, only more Presbyterian than Episcopalian, and not to draw intellectual comparisons for the present, so far alone differing from Trinity College.

I had completed my survey of the group before the reading of the 'report' was quite over, but that being at length happily accomplished, 'important' events crowded thick upon one another. Somebody moved the 'adoption' of the 'report.' Somebody seconded this. Then somebody else—nay, it was the chairman himself—felt called upon to make a few remarks before putting the question. As a member of the first deputation to London he felt it was only right for him to tell Convocation how their deputation got along; and he could tell them that there was not 'a second opinion' amongst 'the leading ministers and members of Parliament' as to the 'right' of the Queen's University to Parliamentary representation. (Applause.) Even those members who expressed themselves opposed to the principle of University representation in the abstract declared themselves 'clearly and strongly' of opinion that, 'as long as any University (!) was represented in Parliament,' the 'claims' of the Queen's University 'could not' be overlooked. (Prolonged applause.) Accordingly he, the chair-

man, like our old friend Wilkins Micawber, was more than ever inclined to intimate his profound opinion that Something Must Very Shortly Be Expected To Turn Up. (Applause.)

This was encouraging anyhow, and the complimenting of everybody by everybody went on in enhanced proportions in consequence. Fortunately everybody was very easily got through, or we should never have done with it. For the 'Convocation' could not let such an occasion pass without thanking the 'deputations' for their eminent services, and the 'deputations' could not but express themselves transported at receiving such a tribute from such an assemblage; and when Professor Nesbitt said, with a diplomatic mysteriousness that took us all exceedingly, how 'it would be unwise to enter into any details regarding the communications the deputations had had with those gentlemen and statesmen who had received them;' but he 'might' state 'generally' that 'the impression derived from the interviews with them was what Sir Robert Kane had stated, and that was that the claims of the University to Parliamentary representation were irresistible,' the opinion in favour of 'deputations' reached its height.

A subscription was at once declared open to

defray the expenses of the honest gentlemen whom we might send 'to lie abroad' for the good of the University; and Convocation were only restrained from making contribution to it compulsory by the disconcerting reflection that they could not. I suppose it will be found to amount to something one of these days, especially if the 'deputies' pay up freely. However, I cannot but consider, and as a member of Convocation feel humbly bound to express my sentiments, that it is nothing less than a downright oversight of 'Her Majesty's' Government not to provide for our 'deputations' as well as everything else.

When so much 'business' had been performed, we went at the appointment of the annual committee—to repeat in twelve months time at a succeeding Convocation the 'annual report,' 'that during the past year nothing had occurred in the affairs of the University which required special attention from your committee;' or, I may add, any attention from any one, and after wildly endeavouring to produce an appearance of doing something by feebly administering a patronising pat to Trinity College, and feebly giving themselves great airs upon their achievement, to get themselves

thoroughly well snubbed for their pains.* It was next resolved, on the initiative of a couple of the reverend gentlemen to whom I have previously alluded, 'that it be respectfully represented to the

* 'I wish to record my protest against the motion now before convocation. . . . . It is not the duty of one University to pass formal judgment on the proceedings of another. . . . . The opinion of the convocation of the University of Dublin has not yet been ascertained. Would it not be seemly to wait till they have declared themselves on this subject before we offer our congratulations? . . . . *The majority of the members of this convocation are young men who have lately succeeded, many of them with difficulty, in passing their examinations —men ignorant of the world and of the conditions which determine the actions of their seniors.* Will it not be said that they have shown very little caution, and a great deal of imprudence in "damning with faint praise" the half-understood declarations of men of high position, of real power, dignity and learning? . . . Why were so many of the more influential members of the annual committee, under whose estimable sanction this motion has been sent forward, conspicuous by their absence? Why did they leave their motion to be carried by *a parliament of emancipated schoolboys* who were "pleased," forsooth, to praise the conduct of a board of reverend ecclesiastics? . . . It has been said that certain persons of influence, connected with Trinity College, have expressed themselves as not unfavourable to the motion before us. . . . . I can only say, that if I chose to divulge what, for obvious reasons, ought to be concealed, I could name members of Trinity College, more numerous and more influential, who hold views as far as possible removed from those this motion seeks to express, and who would regard the motion itself, should it come under their notice, with surprise and contempt. To announce the existence of a general concurrence of opinion among the members of Trinity College in favour of the motion is simply untrue.'—*Speech of Professor Reay Greene, of Cork College, on the occasion of a motion 'hailing with unalloyed pleasure the course lately taken by the board of Trinity College in declaring their willingness that every office both in the University and college should be opened to persons of all denominations, being introduced into convocation.*

Senate that it is highly inconvenient to *many* members of Convocation that its meetings should be held on Saturday or Monday,' as unduly interfering with their obligation of preaching somewhere else on their professional working day. And then Convocation addressed itself to the task of balloting for the admission of *ad eundem* graduates, but, exhausted by the herculean labours of the last two hours, collapsed in the attempt. There were three candidates for membership—the Rev. C. P. Reichel, lately translated from the Latin professorship in Belfast College to a vicarage at Mullingar; G. A. Stoney, Esq. A.M., secretary to the University; and Denis Caulfield Heron, Esq., LL.D., the distinguished barrister. There could be no doubt of the disposition to elect the two former, but it was plain that there was every doubt in the case of the latter. The dissenting brethren clearly opined that he was dangerous; nor was their suspicion that he was nothing less than a Jesuit in disguise at all relieved by the uncomfortable certainty that he was an eloquent advocate to boot. The question was raised, which had never been raised before, whether all the formalities required by the statutes had been literally complied with. An amendment introduced by Dr. Heron's

proposer, that any interpretation of the disputed rule arrived at by that Convocation should, in fairness, be only held to bind future elections, and should not be armed with *ex post facto* operation, fell very flatly on the strong 'unsectarianism' of the meeting. A Mr. David Ross—member of the Senate by the overwhelming suffrages of the northern graduates, and whose discourse on Mr. Mahaffy, and disparagement of professors, 'and the chabuk as connected therewith,' may be fresh in the recollection of my readers—improved the occasion by a few seasonable words. He warned the Convocation that the dark reactionary party were using every means to injure the cause of progress embodied in their University. He was quite ready to grant indeed, and he could assert without fear of contradiction, that all such designing machinations must fail utterly. Their institution was founded on a rock. Like the oak, it had braved a thousand storms and could brave a thousand more. But still he might suggest that until its footing was perfectly secure, and so long as it was not so firmly rooted in the country as he could wish, it would still require a good deal of nursing; he would not say nursing, but vigilant watch and careful consideration. (Applause.) What, then,

if, by any negligence of theirs, an emissary of ultramontane reaction—he did not mean any allusion to Dr. Heron, for whom he felt the highest respect—was enabled to creep in among them and disturb the harmony which was so essential a point in their proceedings. They were aware that *ad eundem* graduates were admitted into the University without it being possible to make sure that their opinions were of the right sort. Was that a reason for also admitting them to Convocation? (Applause.) He would warn the members, therefore, not to permit the slightest deviation from the safeguards which the statutes had established. If they had been deviated from hitherto, so much the more reason for insisting upon them now. Members should reflect that Something Must Very Shortly Turn Up to place their University upon a surer basis, and were they to endanger that happy event by any want of common prudence and caution on their part? (Applause.)

And everybody spoke once; and several bodies spoke several times; and there was no doubt as to how matters were going to terminate;* when

* At the meeting of convocation which succeeded the one described in the text, Messrs. Reichel and Stoney were unanimously elected. Dr. Heron, meantime, had withdrawn his candidature. The learned gentleman did wisely.

suddenly, in the midst of all the pother and importance, it was discovered that the 'meeting,' always microscopic, had grown beautifully less during the discussion, and no longer constituted even barely a 'house.' As the authorised version of the affair put it, 'a member pointed out that a question of this kind could not be decided unless there were thirty members present;' as if a question of any kind could. And so the 'house' had to separate with this lame conclusion, and not a bit crestfallen either; for, if we had done very little, had we not talked a great deal? And I went away with my fellows, out of the throne-room with its echoes and its emptiness, down the broad staircase with its gunbarrels and its bayonets, through the castle-yards with their pacing sentinels and occasional officials, out into the busy streets that marked us not, out into the great town that knew us not; feeling not quite so satisfied as some gentlemen will have it I ought to be, feeling not quite so assured we were all the fine fellows we say we are.

CHAPTER III.

TREASURE TROVE—AN UNEXPECTED AUXILIARY.

THE year following the above visit to Convocation I was for the most part engaged in my own particular studies, and had little time to bestow upon anything else. Besides, other questions filled the public ear, and mine were not statements to be recklessly ventured upon a pre-occupied audience. I felt there was too much at stake for such a proceeding.

There was another reason, too, more powerful than all those which may be usually supposed to be germane to the feelings of a young and friendless author, whose conscience urged him to a course which ran counter to every sense of natural prudence; who had alone to take upon him to touch the shields of numerous, powerful and desperate antagonists, and touch them with no blunted weapons; who knew that either he or they must go down utterly in the contest. Far more than the

solitariness of my enterprise I feared that the general belief of the impossibility of my success would secure my discomfiture. Who is this cometh out with a sling and a stone? And the more I thought upon the issue, the more I recoiled from the terrible uncertainties of proof.

It was in these circumstances, and while I almost doubted whether there was any use in trying to get speech of the public, at the imminent risk of being laughed down by a chorus of important personages—for what is public opinion in be-governed Ireland?—that happy fortune threw in my way the means of making it certain that my contemplated disclosures would be no laughing matter at any rate.

It was some time during the summer vacation that I chanced to be in the library of Queen's College, Galway; and having lately had my attention called to the existence of an Endowed Schools Commission Report somewhere on the shelves, in the most casual way I inquired of the courteous and attentive librarian, Mr. J. H. Richardson, B.A., if he could direct the porter where to find me it. The porter, on receiving the requisite instruction produced from a case four or five goodly Blue-books, from which I might select what volume

suited me. My curiosity was pleased to find a Queen's Colleges Commission Report among the pile. I told the porter I might want all he had brought me, and so sat down to look through the portentous collection. I may premise that I did not expect much from my search. Indeed, I believe it is a generally received opinion that, something analogous to the office of language according to the French diplomatist, the office of Bluebooks, and especially of Irish Bluebooks, is not to express, but to conceal, facts. I have since come to the opinion that though this may be the case with the part in which the aggregate wisdom of the Commissioners professes to sum up the evidence adduced before them, it by no means universally applies to the evidence itself. In fact, if the reports are addled, it is seldom the fault of the testimony, but only 'a way we have in the Service.' However, all this is a harmless aside.

I had been formerly at an endowed school. I came to look for an account of endowed schools, and I first turned to the Endowed Schools Commission. Naturally, too, I first looked up the report upon the particular seminary I was personally acquainted with. What I saw there it is unnecessary to mention now; the reader will see

it all in my chapter about the Queen's College and its feeding school. I may only say that my esteem for the utility of official inquisitions increased prodigiously. The tale read too like what I knew already not to strike by its verisimilitude. From the Endowed Schools Commission to the Queen's Colleges Commission the transition was easy, as both the books were lying on the table before me, and as I was now fairly animated with the hope of unearthing treasures. Nor was I doomed to be disappointed. First glancing through the evidence regarding the state of Galway College, and then passing on to take a hurried look at the proceedings of the Commission in the sister institutions, for two hours or more I hung over the enthralling pages. With what strange astonishment did I recognise the 'dear, familiar' names of Berwicks, Nesbitts, Bensbachs, Melvilles, Kanes, Henrys, Craiks, Ryalls, and many more, heralding the most unmistakeable, though now and then a trifle shuffling, admissions of all that had silently obtruded itself on my notice during many a year; of all that I was thinking of telling a long deluded public, but which I certainly never dreamed had been revealed upon oath, and as it were confessed at the open market cross by the very gentlemen

whose whole existence was a struggle to keep back the very facts which, it now turned out, they were all along perfectly aware of from the very first themselves. Now it was one learned president who said:—The arts students have diminished since the opening of the Colleges. We have never had so many as in 1849. That was because a very large number of scholarships was given in that year. The candidates for matriculation are so ignorant that if we rejected all who are insufficiently prepared we should have to reject eight out of ten. They come to us without any knowledge of classics, and with little knowledge of mathematics. We do not reject them for all that. We have to give away the scholarships early in the session, or our students would leave us. In reality we are nothing but a high school. I admit that a University which confers its degrees for an amount of education which could be acquired in a high school is not discharging its functions. I admit that Queen's College, Galway, is not discharging its functions; but neither are Queen's College, Cork, and Queen's College, Belfast.

Now it was another who hoped—that the Commissioners would remember how embarrassing it was for the good young men who came to the Colleges,

without knowing a word of their rudiments, to have no consideration shown to them therefor. The attention of the public was fixed upon the Queen's University. The very fact of having so much publicity given to the annual meetings of the Senate in Dublin Castle rendered it very important to exhibit a good return as to the number of graduates; and he put it to the Commissioners, how could our students become graduates in anything like large numbers unless the degree examination was greatly simplified. He would not have it lowered for the world, not he, but only made easy, simplified. He could speak for Queen's College, Belfast, and he felt sure—in fact, he knew —the other Colleges would hail the proposed amelioration as most judicious.

A third president was good enough to say—but this president said so many good things, that I must refer my reader to a subsequent page, or rather subsequent pages, for anything like a full account of his sayings; it would be a pity to spoil them by anticipation.

And maybe the 'professors' did not follow suit! The reader will be a better judge of this by-and-by; but even at this stage a few specimens of what they had to say for themselves will not be without a certain interest.

'The difference between us and other Universities is, that we have not such very well trained men,' quoth Professor Nesbitt.

'The system is a practical failure. I do not think we have sent out more than one man who would get honours in the English Universities in classics,' quoth Professor Ryall.

'The German school-boy, who, at seventeen or eighteen, leaves his gymnasium or grammar-school for the University, passes an examination which is equivalent to that for the bachelor of arts degree in the Queen's University,' quoth Professor Bensbach.

'I must honestly state that if we had no scholarships and no exhibitions, we might as well shut our doors,' quoth Professor Melville.

'With regard to matriculation, possibly I could hardly go the length of saying, that if a person came entirely ignorant of the English language I should pass him,' quoth Professor Craik.

'The fact is, students are so accustomed to look forward to prizes and enrolments in other departments of study, that when they turn their mind to the subject of religion they find that a common inducement is wanting here, and thus religion is placed in a disadvantageous position. All that

Mr. Treanor * and myself ask is, that religion be as other subjects,' quoth Rev. Mr. Adair, Dean of Residences of the Presbyterian Church of Ireland.

And a very moderate request, too, and only quite fair. When money is going for everything else, how should young fellows be good and moral, and say their prayers, actually for nothing. Why, the matter is clear on the face of it; the thing is not to be thought of.

I next turned to the report which the Commissioners, the Marquis of Kildare, Sir Thomas Redington, and James Gibson, Esq., had drawn up 'touching or concerning' the evidence aforesaid. And this, if it was not the most melancholy, was the most astonishing piece of all. I actually found that the Commissioners had not only listened —which they could not help—to the damning testimony I have described, but had shown themselves in this respect as fully aware—which they could scarcely help either—of the logical result of that testimony as I, or any man, could have been who had to sit in judgment thereupon. It is true that quite a number of foreign bodies, in the shape of praiseful generalities, trustful prognostications, and the like, could be detected in the mass of dis-

* Dean of Residences of the United Church of England and Ireland.

paraging remarks which the Commissioners found themselves compelled to make; but these were so painfully at variance with everything but some private cue, at which the reader can but venture to guess, that they only serve to exhibit the more strongly the unbroken uniformity of condemnatory matter upon which they are sprinkled, and in which they are interspersed. They are conclusions from nobody knows what, or rather, they are interjections which have budded up nobody knows how. The surrounding herbage disowns them. They have neither roots when you come to look for them, nor substance when you come to examine them; and much more resemble rhetorical mushrooms of a highly mild and virtuous character than anything else with which I can at present compare them. Taken by itself, the Report of the Commissioners embodies nearly everything that can be said against the Queen's Colleges, and the somewhat commonplace flowers of fancy with which they have profusely bestuck it, can no more alter its real character, though 'all true friends of mixed education' are bound to believe this, than a child's nosegay of buttercups and daisies can convert a toy garden into a real one. The very shifts of their exuberant imagination but betray more for-

cibly the hopeless plight of their willing ingenuity. Imagine a deduction so irrelevant as not merely not to proceed from the premises, but to contradict them altogether. As if one should say:—No failure can be described as a success; the Queen's Colleges are a failure; therefore the Queen's Colleges can be described as a success.

Imagine a decision so halting and inconclusive as first to condemn every particular detail of the system, and then to eulogize the system itself as a block. The matriculation 'is insufficient, is a departure from the contemplated standard, is calculated to lower the general standard of school education in the country.' The course of studies is piecemeal beyond all expectation, is optional beyond all precedent, necessitates either specialisation or superficiality, dispenses with general education. The scholarships are condemned as 'confirming the mischievous effects of the disposition of studies, as too numerous to excite emulation, as habitually given away without the shadow of competition.' The sessional examinations are 'not to be trusted, because it has been proved to the Commissioners that there is presented a constant temptation to excuse the inattention of a student to the general course, in order that he may devote

himself specially to some single subject,' and so 'gain credit' for all concerned at that 'annual meeting in Dublin Castle,' where President Henry says it is 'so very important' to throw dust in the eyes of the public. The degree examinations are condemned 'for furthering that tendency to specialisation' which had destroyed general education in the Colleges—and they were generality itself to the degree examinations now. The students are reported to be 'so few, and to be likely to remain so few,' that their scanty numbers are strongly urged as a reason for supplementing by direct Government aid the salaries of the professorial body, represented as wretchedly off for the want of the long-expected, hoped-for-against hope, but now finally-despaired-of, class fees.* And then the

* 'We have a decided opinion considering what the present amount of fees is, and what it is likely to be, that the salaries of the professors are inadequate.'—*Report of the Queen's Colleges Commission.*

'We know that in many colleges the fees are of such an amount as to supersede the necessity of the salaries being so considerable as even some of us are allowed; but when you find from the table of fees, as published in the president's last report, that scarcely any of the annual incomes from that source reach an average of 100*l.*, the great bulk falling far short of that sum, and I should suppose even 50*l.*; and when we consider that the present state of things has lasted during seven years, and will but slowly mend, which, however, I believe, it will to *some* extent, we must necessarily look for redress rather to the other component part of our income—the salaries.'—*From Minutes of Evidence of Professor Mac Douall, member of a deputation from the professors*

utterly foreign and unwarranted conclusion—'Que diable fait-elle dans cette galère?'—'We think that

of Belfast College on the subject of salaries, before the Queen's Colleges Commission.

'The income of the professors arises from two sources—the salaries and the fees. . . . . Let me ask how many students should enter this college each year in order that the income of those professors who have the *highest salaries* should amount to, say 500*l.* a-year? I have made the calculation, and I have estimated 200 students should enter each year, which would be for the three colleges 600 students entering each year. That is a state of things not at all likely to be realized *in the lifetime of the professors who now hold the chairs.* . . . . . The fees joined to the salaries do not produce an adequate amount of remuneration even in those colleges more favourably situated—namely, Belfast and Cork. . . . . There have been since the colleges opened five resignations of professors in Belfast, five in this college, and seven in Cork. Thus seventeen resignations, in the short space of eight years, have taken place in a body consisting of fifty-seven, for I omit the three Vice-Presidents. This is a very large deduction. . . . *It shows that the Institution is not in a healthy state,* and that some measures are required to prevent the rapid decay of its members.'—*From Minutes of Evidence of Professor Allman, member of a deputation from the professors of Galway College on the subject of salaries, before the Queen's Colleges Commission.*

As a matter of course, such harrowing details of destitution could not pass unheeded. There being no students, and no likelihood of them, direct Government relief to those teachers without classes which form the peculiar boast of the Queen's University, became a matter of necessity, or soon there would be no 'professors' either, and what then would mixed education do? Why, it would no longer be even an *anatomie vivante,* and it may be questioned if even an Irish Viceroy could any longer demonstrate its flourishing condition. However, though the requisite 'redress in the other component part of our incomes—the salaries' has since then been granted, and though, in consequence, 'deputations from our body' have since then been placed beyond the danger of driving 'all true friends of mixed education' nearly frantic by such inopportune lettings of divers cats out of the divers bags in which they had been intended to remain quietly stowed

the Colleges cannot be regarded as otherwise than successful. . . . We consider that any impression which may exist as to the Queen's Colleges not having succeeded, arises mainly from what is done in the Colleges being imperfectly understood. . . . We are able to report with unqualified satisfaction of the educational progress of the Colleges.' Whence on earth come these paradoxes here? As if one should say:—System X is made up of part A, part B, part C, and part D. Part A, part B, part C, and part D are all and each excessively bad; therefore, system X is excessively good. I suppose it would be affording too great a triumph to 'ultramontane reactionists' for the Commissioners to draw the only legitimate conclusion, and they had been told they must not do that at any price.

But I must give these conscientious gentlemen their due. If their sympathies led them to enter an ignoramus in the case, they did not entirely leave out of sight all considerations of public decency. Like some partial juries that want to save appearances, if they dismissed the defendants they

away from the sight of 'all ultramontanes,' Jesuits, and other wicked and inquisitive persons, it may not appear to the reader that 'the Institution' is a whit in the more 'healthy state' on that account.

dismissed them with a caution; and the caution makes the dismissal a more conclusive proof of what the Commissioners really think about the charge than the heaviest condemnation could be. We acquit the prisoners of all and sundry the offences laid, and we hope they never will commit them *again*. We acquit the Queen's Colleges of debasing the standard of school education, of breaking their engagement of general education, of making their emoluments the reward of attendance and not of scholarship, of failing to conciliate the scholastic instincts of the people, of failing to conciliate the religious authorities of the country; we acquit them of these and a hundred other sins of commission and omission, and we hope that for the future they will remember that 'the tendency of matriculation examinations should always be to elevate, and never to depress, the educational standard of the secondary schools;' that 'a general education forms the soundest basis upon which especial merit in particular branches of literature or science can rest;' that 'scholarships, senior and junior, should not be as numerous as they are at present;' that, in a word, they had better commence to turn over a new leaf, or they may yet fall into hands that will not stand the nonsense of

'high schools' calling themselves a University. I am not aware that usually the lucky rogues who get off scot free after this fashion, the once or twice they have been caught tripping, show themselves greatly amended by so much kind consideration. Have they not their excuse—folk must live—pat to their hand, and why should they not live on the public when the public, through its tribunals, appears not to have any objection. At any rate, upon ordinary grounds, to account for the conduct of the Colleges in maintaining and increasing the condemned abuses by which they live would be much easier than, upon ordinary grounds, to condone their acquittal by the Commissioners, if there were not reason to believe that, in acting as they did, the Commissioners were earning the thanks of those that sent them.

A cursory glance was sufficient to place me in possession of the leading features of this Bluebook of Bluebooks. A careful perusal was necessary to make me thoroughly acquainted with every detail of weakness, of falsification, and of brag. Disguising my anxiety for the coveted documents under a studied calm, I applied for the regular permission to carry home the volumes; to wit, the Report of the Queen's Colleges Commission, 1858,

and the Report of the Endowed Schools Commission, 1857. My application was promptly granted. I hugged my bulky treasures and went my way in peace.

A few hours saw me finished with what I sought upon the subject of endowed schools. The lapse of many days found me still a student of my other and my dearer prize. When it became necessary to return it to the library, I had myself supplied with a copy for my own behoof. The reader will find the results of my investigation in the ensuing Parts; foreshadowing and establishing my own independent observations, the independent testimony of myself and others. He will then be in a position to appreciate the feelings with which, upon that summer day during the long vacation in the old City of the Tribes, I found myself the master of a revelation which promised to do so much towards ending, and for ever, the most pernicious sham ever imposed upon a people advertised to be free.

From the date of this occurrence may be said to commence the realisation of my long-cherished idea in its present shape. The business seemed too great for speech-making. I resolved to do my work in a book; and, if possible, to do it thoroughly.

It had so happened that during my pre-collegiate

education I had come into intimate contact with types of most of the systems of secondary instruction which, in Ireland, have been nipped in the bud, or still drag on a subsidized existence, or flourish and wax strong and put forth mighty suckers and mighty shoots, in spite of the nipping process, and in spite of the subsidizing process. Occasion had afforded the opportunity of showing these in their proper relation with education, with one another, and with the 'peculiar institution' which Ultramarine statesmanship—call it not ignorance, call it not incompetence—has devised to crown the chaos into which all instruction, primary, secondary, and superior, has been compelled. Some brief sketches of types of secondary instruction, as I have known them, will form accordingly the subject of the succeeding Part. They will lead, as directly as I was led, to the explanation of the Queen's University, which forms the staple of the entire book. I offer them to the public as an integral portion of these confessions, in the chief aspect in which I desire them to be read—as a protest against over-sea law-making; as a contribution to the history of Ultramarine government in Ireland.

PART SECOND.

TYPES OF SECONDARY INSTRUCTION.

'Here it is to be remarked there are *two* kinds of protection—protection *by* the Government and protection *from* the Government—and the latter is of incalculably more importance to the community than the former.'—J. S. MILL.

'Commissioner.—Will you be pleased to assign the reason for the decline of the school? Witness.—When the Queen's College opened, I think the principal reason for our scholars falling off is, they were admitted there before they knew their grammars at school.'—*From Minutes of Evidence of Mr. Thomas Killeen, Second Master of the Galway Grammar School of Erasmus Smith, before the Endowed Schools Commission.*

CHAPTER I.

AN OLD CLASSICAL SCHOOL.—IMPERIAL LEGISLATION.

On his landing in Ireland from abroad and settling in Galway, a good many years ago, the wish of my father to secure a Catholic education for his two boys, together with his repugnance to everything in the shape of boarding establishments, led to my being sent, almost as a matter of course, to the only Catholic school of the town. At that time, this was one of that class of intermediary classical schools which came into existence all over Ireland, with a surprising rapidity upon the very first relaxation of the laws against Irish education. Their appearance necessarily meant the disappearance of another kind of seminary, which the steady countenance of the law had long enabled to flourish in our island. The hedge school, where—

> The pupil and his teacher met *feloniously* to learn,

could not thrive anywhere but in the bracing air of persecution. It drooped and died under the effects of such a novel thing as toleration; and the

various continental academies and colleges—the Colleges of Douai and St. Omer, 'the Royal College of the Noble Irish' in Spain, the Irish College at Rome, and the many other institutions, clerical and lay, to which my countrymen resorted in those days when compulsory denominationalism happened to be the whim of our rulers—had to look to its successors for 'the makings' of priests and 'the makings' of scholars.

However, though it had come to pass with the venerable ancestor of our educational system, as with many another institution of the old *régime*; and though fruitlessly, since many a day, might braeside and moor be wandered over in the vain hope of chancing upon a single one of those hidden-away conventicles of a rude learning,—the secret trysts whither, along the by-paths of the hills and the morasses, the little covenanters of letters were wont to steal of a morning, in despite of proclamations and proscriptions, to glean some scanty scraps of a precious but forbidden doctrine;—it was not in the nature of things for such a system of repression and suppression to terminate all at once without leaving both deep and conspicuous traces. The broad oak on the meadow, under whose shade the lowing herds assemble, will bear marks of the

violence which assailed it when its life was in danger from the weaponless hands of a stripling; and the secondary schools of Ireland, which were never permitted to grow to maturity, may have testified to the treatment which menaced their origin by signs the more vivid as they were nearer their cause. At any rate, we possess considerable information—not always meant to be complimentary—in reference to them. They were rudely housed. They were rudely taught. The coat of the teacher was not always as glossy as that of a Rugby master on the path to a bishopric. The fees of the pupils, in some country districts, were not unfrequently paid in kind. The fees of the pupils, both in town and country, were upon so moderate a scale, that those parents must have been very low down in the middle classes of society who could not afford the modest payments demanded of them. The education universally characteristic of the system was nowhere confined to the study of English.

Defects of this nature, though the worst of them only belonged to a period of transition, and the others can hardly be described as defects at all, were intolerable to the enlightened class of persons whose eyes, from the other side of the

Irish sea, are as persistently fixed upon the imaginary distresses of the inhabitants of this kingdom as ever were those of Mrs. Jelleby upon the flannel-jacketless condition of the sunny little aborigines of Borrioboola-Gha. It is a peculiarity of such philanthropists never by any chance to stumble upon what might really be of service. Since the existing schools, which had grown up with the growth of the country and might be safely predicted to continue to improve with its improvement, only required, in order to be thoroughly fitted for the work they had everywhere undertaken to perform, a wise supervision and a moderate measure of public subvention; it was straightway determined that they should be utterly thrown out of joint and impoverished by a vast system of made-to-order competition, intruded upon the preoccupied field, and maintained in inferior usefulness at a vast expense. Since the Latinists of Ulster and Munster were adjudged to be more remarkable for the solidity than the showiness of their attainments, it was settled that the new institutions for the civilisation of the Irish should strictly confine themselves within the limits of the English tongue. An improved knowledge of the English tongue undoubtedly had its advantages, and

those advantages have followed, it may be readily confessed, to a considerable degree. I have recently read, in several London papers, appreciative critical remarks upon the greatly higher style of composition observable in that flourishing branch of Irish popular literature, the threatening letter, as compared with similar productions of thirty or forty years ago. One leading Conservative journal was inclined to attribute this feature to the assiduous study of the speeches of Messrs. Gladstone and Bright by the congenial spirits of the Ribbon Lodges. But, with all respect for such a respectable authority, I feel much more certain than the Standard possibly can be to the contrary that the true explanation of this gratifying symptom of progress lies in remembering the extent to which the instruction communicated in the English schools, under the management of the National Board, has permeated the whole country. It is only unfortunate it does not seem to have entered the official minds, to whom our gratitude for such a circumstance is owing, that even such benefits might have been purchased at a cheaper rate, and that the duty of improving the English spelling and pronunciation of the poorer classes need not have imposed upon the Government any corres-

ponding obligation of cutting the ground from under the higher instruction by providing that no class, so far as the Government could affect it, should have the means of learning anything beyond English spelling and pronunciation. The obvious utility of a sound primary education may be unquestionable, and undoubtedly is so. But when no imaginable reason can be assigned why other branches of knowledge should not be pursued as well; and, when the means for teaching these already existed in considerable efficiency, it is unfortunate that at the very time when an extension of Irish university facilities was contemplated, if not resolved upon, no less momentous a measure than the entire swamping of the popular secondary schools of Ireland by a vast creation of cheap educational establishments, from which the study of the classics was entirely excluded, should have been deliberately planned and actually carried into execution.

The evil effects of this curious statecraft are certainly not overrated by an able writer in the Dublin Review and Irish Quarterly Review, some of whose contributions to these periodicals have been recently published in a separate form. At the same time the evidence of this gentleman,

an Assistant Commissioner on the Endowed Schools Enquiry, is quite decisive of the main issue. 'There can be no doubt,' he writes, 'that when the National Schools first came to be established, there existed throughout Ireland a number of schools in which a kind of secondary education could be had at small expense. Brinkley's Primer, the Eton Latin Grammar, Tommy and Harry, Lord Chesterfield's Letters, and Cicero's Offices, were learned under the same ferula, and not always ill. The establishment of the National Schools caused the almost total disappearance of schools such as we have mentioned, and nothing was done or thought of to provide a substitute. The substantial shopkeeper, the improving, though not absolutely extensive farmer, who could not afford to send his sons to Portarlington or Dungannon, if Protestants, or to Clongowes Wood or Carlow, if Catholics, had nothing better than the National Schools at or near their own doors.'*

In exemplification of this statement, I can remember very well, though I stayed but a short time under its roof, that at the Galway school of

* George Whitley Abraham, barrister-at-law, in the 'Irish Quarterly Review,' April 1858.

the kind referred to, the general character of the system of instruction was anything at all but contemptible. Among the books belonging to my school days, which lumber some shelves of my library, are many which were purchased for my routine work as a beginner there, and which do not differ appreciably from the books placed in the hands of a beginner at any school. Pinnock's Histories of Greece, Rome, and England, Wright's Greek Grammar, the Eton Latin Grammar, Valpy's Latin Delectus, Du Gué's French Grammar, Arithmetics, Spelling-books, and Geographies of the ordinary standard. Over my head, in the superior classes, the Pagan poets and the Christian classics, Book-keeping, Geometry, and Algebra, were taught with various degrees of thoroughness, according as the pupils were to don the cassock or continue laymen, and according as these latter were intended for commercial pursuits or the liberal professions. I know that the higher courses included most of the authors and much of the mathematics I have ever seen studied in any seminary. The great drawback on the system was the very slight attention paid to composition, whether in the ancient languages or in the English tongue. On the other hand facility of translation,

as my subsequent experience assures me, was carried to a very high degree.

However, these merits could neither maintain the old school nor raise up for it successors. It declined before a cause against which no efforts of its own could provide. When at length it died out altogether, of course it was not the Government that stretched out a hand to the relief of secondary education: Ultramontanes may do that; Ultramarines never. The very desire for classical instruction might have died out for all they cared. Such Catholics as reverenced the ancient manners and could afford the higher rate of fees, had no other alternative except to go to the Protestant endowed school of the town. The great majority had to content themselves with the merely primary teaching of the Government Model School, between which and the Government National School there may be distinction but no difference. Nor did Catholic secondary education revive in Galway until the establishment of the Jesuit College of St. Ignatius took up again the business of classical instruction, and set about carrying it to a point which few then expected to see soon attained. It is incalculable how much the Jesuits, and similar bodies, are doing in this

way, and without any thanks either, to screen the blunders of the Government.

It is not to be wondered at that the wholesale destruction of such a popular educational organisation, and the wholesale substitution of an inferior type of schools, should have produced the most disastrous effects on the capacity of the country to support a University system. It is hardly too much to say, looking to the country generally, and not to some favoured classes of society, that it has thrown back the higher education of Ireland at least two generations.

For the past forty years the whole strength of the Government has been sedulously exerted, by way of assistance to the new Government colleges it may be presumed,* in actively hunting down and starving out of life every sort of popular education that was not purely primary—that was not precisely unfitted to convey the slightest tincture of pre-collegiate instruction. It was a chase without law, a proscription without quarter. In a word from its opening to its close—and it cannot

* The Report of the Committee of the House of Commons which resulted in the establishment of the national system, was issued in 1828. The committee of the House which, among other things, recommended the establishment of provincial colleges and of a second university for Ireland, carried on its investigations from 1835 to 1838.

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can alone endure a comparison with their Education Relief legislation, except that the latter created the dearth while the former merely aggravated it.

Ordinary and commonplace common sense in 1846 and 1847 had pointed to some means which would have helped the tenant farmers to tide over their difficulties without utterly driving them out of all occupation of the soil. Ultramarine wisdom accordingly decreed that the possession of a single rood of land should be sufficient reason for the denial of every sort of assistance. *Aut pauper aut nihil.* The consequence followed. Several hundreds of thousands of agricultural tenants, whom sound counsels would have preserved upon their farms to till the earth another season, maddened by hopelessness of help, sought refuge from the hunger in the workhouse, and found a refuge from the workhouse in the grave. *Similarly in respect to education, ordinary sagacity suggested measures which would have improved both the classical and the English teaching of the existing schools; which would have interfered with no legitimate competition, for there were no rivals to injure; which would have carefully fostered whatever higher culture there was in the country, extended its area, and raised its efficiency; which would have*

naturally and appropriately crowned and consummated the great and necessary business by a University system not in contradiction to, but in the fullest conformity with, the desire and the preparation of the country. The Imperial Government decided, if they had to do good, at any rate to do it at the expense not of evil but good; to raise with the one hand, but to depress with the other; to make the Irish people more open, perhaps, to the civilising influences of gutter light literature, more polished in the composition of notices to landlords, but to deprive them for generations of everything that could be called liberal culture and scholarly training; and then, then, after waiting a decade or two for the natural results of this comprehensive policy, after waiting for the fall of the last bridgeway to the higher education, straightway to establish a University of higher education on the other side of the impassable gulf that had been created; and as if that were not enough to ensure its inefficacy, to so mould and so fashion it that every national instinct and conviction should be as systematically set aside, and as defiantly disregarded as the jaunty impertinence of the most egregious bureaucracy could devise.

I could accumulate hundreds of proofs to confirm,

if confirmation were necessary, these melancholy facts. I shall confine myself to the statements that are to be found in the solitary Report of the Queen's Colleges Commission, and the Minutes of Evidence appended to it.

To commence with the Commissioners themselves. '*We feel called on to express our opinion*,' say they, '*that the advantages for obtaining a high education can only be realised for the great mass of the middle classes by the much wider extension of the means of intermediate education, which it is almost universally stated, have been enormously diminished by the operation of the schools under the National Board.*' And, strong as the implied condemnation seems, it is difficult to avoid the conclusion that were not the Royal Commissioners Royal Commissioners, it must have been much stronger. The fatuous imbecility, the wanton mischievousness of the Government measures, would almost exceed credibility, were any excesses of despotic folly incredible in Ireland.

In the examination of the Rev. James McCosh, LL.D., Professor of Logic and Metaphysics in Belfast College, there is the following:—

'Prior to the plantation of the National Schools throughout the province of Ulster, there was in

most towns, and in not a few populous country districts, a teacher who earned a subsistence by combining the teaching of classics with instruction in the elementary branches. But when about twenty or fifteen years ago,* National Schools were set up all over the province, this combination of functions ceased. Instruction in English was received at a very cheap rate in the National Schools ; and the teacher who was now dependent on the fees received exclusively from classical pupils, found that he could no longer earn a livelihood. The consequence was that such mixed schools gradually lessened in number, and without any corresponding institutions coming in their place. The famine of 1846-47 was the occasion of the final disappearance of not a few, which had hitherto been the means of giving instruction in classics and mathematics to many young men who found their way to the Belfast Academical Institution, to Glasgow College, and Dublin College. To take only a single county—the county Down. There were schools in former years at which classics were taught, at Donaghadee, Bangor, Comber, Killinchy, Killileagh, Redemon, Saintfield, Ballinahinch, and Moira, and I believe several

* This evidence was given in 1857.

other places at which there is no such school now. It should be carefully noticed that Queen's College, Belfast, was opened in 1849, within a short period after the time when these schools had begun to disappear.'

It should be carefully noticed that Queen's College, Belfast, was opened in 1849, *within a short period after the time when these schools had begun to disappear.* What a triumph of imperial sagacity!

The evidence of the Rev. Henry Cooke, D.D., LL.D., Dean of Residences of the General Assembly of the Presbyterian Church in Ireland, and a Member of a Deputation from the Professors of the General Assembly's College, is of a similar character. 'I beg leave to state,' he deposes, 'that we had considerable convenience in obtaining classical instruction anterior to the establishment of the National Board; and that *ever since the establishment of the National Board, and its becoming the great educator of the country, classical schools have fallen away.* The former classical schools were seldom purely classical schools, but classical, English, and mercantile schools, and they disappeared when the National Schools began to obtain a footing in the country. The National Schools took away a portion of what would be the

support of the semi-classical schools—that is, schools partly classical partly mercantile; and, in consequence of this, we have scarcely any classical schools in this country, except those that are in the towns. That formerly was not the case, and a great number of young men, the sons of farmers, obtained their education at home—the sons of parties who, perhaps, could not pay for a high education in Belfast or any other large town. I believe that to the cause I have indicated is to be mainly attributed a great falling away in the number of classical schools, first, and then of students, to enter the Queen's Colleges or any other colleges.'

The Rev. Pooley Shuldham Henry, D.D., President of Belfast College, was next examined by Sir T. N. Redington upon this point. I extract the question of the Commissioner and the answer of the President.

'*Sir T. N. Redington.*—You probably heard the evidence which was given yesterday, with reference to the diminution and falling off of classical schools in the province of Ulster. Does your acquaintance with the province of Ulster lead you to form the same opinion as that expressed by Dr. McCosh and others?

'*Witness.*—I entirely agree with it. I think

the establishment of National Schools has had the effect of sweeping away the academies in which mathematics and classics were formerly taught. I myself, when a youth at school, knew several excellent academies, in a great number of towns, such as Antrim, Banbridge, Downpatrick, &c., that have now disappeared, very much in consequence of the establishment of the National Schools.'

Coming down south, the evidence of Sir Robert Kane, F.R.S., M.A.I.A., President of Cork College, is equally conclusive against the policy of the Government in the province of Munster, and equally deserves extracting.

'*Sir T. N. Redington.*—Is there any considerable number of schools in which a Latin education can be afforded within the district which supplies the College with students?

'*Witness.*—There are a number of schools in Cork of an excellent character in which a classical education is afforded. A large number of Fellows of Trinity College have been supplied from this district.

'*Sir T. N. Redington.*—I believe that the province of Munster has at all times been somewhat remarkable for the desire of the people to acquire classical instruction.

'*Witness.*—It has become proverbially so, at least with regard to the Latin language. The inhabitants of this locality have been for a great number of years very zealous in seeking for an improved means of education.

'*Sir T. N. Redington.*—Do you know whether the number of schools in which a Latin education is afforded has increased or diminished of late years?

'*Witness.*—I have no statistical or official information on the subject; but, from my knowledge of the country, my impression is, that they have very considerably diminished.

'*Sir T. N. Redington.*—Is it your opinion that the operation of the National System of Education has had any effect in reducing the number of schools where a Latin education was given?

'*Witness.*—*A very great effect.* The education sought by the middle classes at large had for its object mainly a commercial and English education, combined with classics; and if their sons went to a school where classics were taught as part of the routine management of that school, they got not only a commercial and English education, but also a classical education.

'*Sir T. N. Redington.*—Would you say, generally, there is a deficiency of intermediate schools?

'*Witness.*—A very great deficiency ; and I look upon that deficiency as one of the most powerful causes that have kept down the numbers attending, not merely the College, but the other Queen's Colleges.'

The President of Galway College, Edward Berwick, A.B., follows suit. Here is an item from his examination.

'*Sir T. N. Redington.*—An opinion has been expressed that the progress of the National System of Education has affected the teaching of the classical languages?

'*Witness.*—I believe it has, *very materially.* It has drawn away the pupils who formerly supported what were called classical schools.'

West, south, and north, wherever the Commissioners turned, these were the statements that met them. It would be superfluous for me to attempt to strengthen the effect of such a remarkable concurrence of testimony by any observations of mine. That evidence lies under no necessity of being eked out by commentaries, which is itself the strongest commentary that can be imagined. However, I have lately come upon some independent

criticisms which, though three or four years anterior to the proceedings of the Queen's Colleges Commission, are yet so exactly pertinent to the matter in hand, and so happily illustrative of that over-sea legislation which always knows what is best for the Irish much better than the Irish themselves, that I need make no apology for making use of them to conclude this chapter.

'The universities of our ancestors were invariably surrounded by clusters of small schools, which, emitting a feebler but very useful gleam, might be regarded as the satellites of those sources of light. The school was auxiliary to the University—the University was indispensable to the school. But the profound wisdom of modern times looks on this harmonious system as entirely superfluous. *As a case in point, the Queen's University was established, amid all the lights of modern times, upon the principle of a great river without any tributaries. Indeed, several years elapsed after its foundation before it was discovered, by one of its sages, that, without fibres and roots, a tree cannot possibly flourish.* This was what was meant by Sir Robert Kane when he said: "The real impediment to the Queen's Colleges is the condition of the secondary schools;" and another philosopher, Dr. McCosh, declares his

conviction, "that the great difficulties with which the Queen's Colleges have had to contend proceeded, not from ecclesiastical opposition, but the utter want of adequate feeders." This statement is certainly worth reflection. The Irish (?) Government demonstrated its prudence and foresight, we are told, "not in establishing these feeders, but in carefully cutting them off, and this previously to founding the Queen's University." To explain this it is necessary to premise that the Irish Government have National Schools frequented by 597,459 pupils. Now, without presuming to detract from the undoubted merit of these National Schools, we cannot help observing that the youths who issue from their classes are not fit, and are not intended, to enter colleges, whether Catholic or Godless. *Though incapable of producing scholars fit for college, the National Schools could hinder other schools from producing them.* As the national schoolmaster taught geography, &c., in a superior manner, and enjoyed a salary, while his rival had none; and as the merely English pupils deserted the classical master to flock round the other, we must not be surprised if the classical school languished in the neighbourhood of the National School. *Having quietly waited until these languishing*

schools had one after another expired, the Government immediately founded the Queen's Colleges. Nothing could be more ingenious than the process by which the Government insured the ruin of its own colleges. The humble classical seminaries might have continued to exist as feeders, had the Queen's Colleges been established simultaneously with the National Schools; and in that case the Queen's University itself might have had some chance of existing. But no! it was deemed wiser to dry the fountains before building the aqueduct. It has been found that at least eighty towns in Ireland, containing each a population of 3,000, are destitute of good academies. The Government schools had killed them.' *

The reader must here be on his guard against precipitately rushing to a conclusion which, above all others, the Queen's Colleges are especially anxious to foster, but which, above all others, the Queen's Colleges by their own act have deprived themselves of every shadow of a right to draw.

True it is that, as the reader has seen from the statements of various members of the University body, 'the want of adequate feeders' is plausibly put forward as the chief cause why the Colleges

* From the 'Tablet' of December 23, 1854.

have turned out such a numerical failure; and this undoubtedly is the conclusion which, if we only looked to the ingenious policy of the Government in cutting the ground from under their own institution, the circumstances seem to warrant. But there is another side to this question, like to most questions; and, without understanding what the Queen's Colleges were doing upon their part, we should be in danger of arriving at an opinion precisely the reverse of fact.

The Government had certainly taken the most effective measures to prevent the effective operation of any University either Ultramarines or Ultramontanes might establish. No University could exercise a truly national influence, or arrive at truly national proportions, when the youth of the nation had been previously unfitted for University teaching; and this we have seen was the peculiar utility of the imperial preparations. The Government themselves had taken care that the Government University should be at best a learned academy superposed upon a population rendered unripe for learning. Within its walls there might be accomplished professors, around whose chairs elsewhere a listening studenthood might throng. It might boast of skilful tutors, with whom elsewhere

a multitude of youths of the highest promise might have loved to study. But, in Ireland, those throngs, that multitude, were not to be expected. The Government had settled that. For many a day the number of candidates able to pass the matriculation ordeal would be limited indeed; and for many a day would the teaching body of a University in Ireland have to content themselves at best with forming a few real scholars, while patiently awaiting the gradual revival of secondary education. This was what the Queen's University might have done at best; and if it had done this, though its authorities might have complained that their students were not so numerous as in Universities established under happier auspices, at least they would not have had the shame to confess that 'the difference between us and other Universities is, that we have not such very well-trained men.' The authorities of the Queen's University chose to undergo this shame. *They took the ill-trained men.*

One false step leads to another. The imperial wisdom had provided that the Queen's Irish University should be badly supplied with real students. The Queen's Irish University straightway set about contriving how it should have an abundance of some sort of students at any rate; whether they

were real or not was of the slightest possible consequence; and the easiest contrivance that presented itself was that the new University should be in reality no University at all. The tempting prospect of scholarships and exhibitions might be calculated upon to do the rest. Upon this policy the evidence of the President of Galway College before the Queen's Colleges Commission is valuable. '*The fact is*,' he deposes, '*if we rejected candidates who were not sufficiently prepared to enter on our curriculum we should reject eight out of ten.*' And he naïvely gives us to understand, that '*perhaps*' one or two are rejected out of ten. The amount of doubtfulness implied in this 'perhaps' may be better estimated when I tell the reader that to reject *a couple of candidates yearly* has been deemed sufficient proof of the fastidious character of our masquerading 'high school;' *and, again and again, I have known sixty candidates for matriculation to have been without a single rejection.* This was the way that the Queen's University in Ireland applied itself to checkmate the Government —and to checkmate the people. In attempting to overreach others, it has brilliantly succeeded in overreaching itself.

By making their matriculation a sham, by making

from the very first, Numbers the sole object of their system, the Queen's Colleges have conspicuously deprived themselves of all title to fasten a complaint for their Numerical Failure upon the Government: the Government lowered the *Quality*, indeed, of school education, but it certainly did nothing to militate against the Numerical Success of a 'University' *which always showed itself only too happy to admit every candidate, in the phrase of certain advertising institutions, 'and no questions asked.'* This will appear still more clearly when the reader shall have read some succeeding chapters of this volume, in which the recruiting devices of the Queen's University are explained in full. Meantime, this brief indication should be sufficient to warn him to receive with the utmost incredulity, all and every plea for the ruinous collapse of Mixed Education in Ireland, which attempts to lay upon the shoulders of the Government the discredit that Mixed Education has adopted for itself. When the Queen's University descended, as it deliberately did, into the sphere of elementary studies, by that unscholarly act it lost every shadow of a right to say that the Government had diminished its base of supplies. *The Government had certainly not diminished this*

base of supplies. Nothing had been done to diminish the number of ill-trained and unclassical scholars. When even ill-trained and unclassical scholars could not be got to become Queen's collegians, it must have been simply because they did not like. No class in Ireland wants to have anything to do with 'Godless Education.'

It is not for having beforehand provided the Queen's Colleges with what they hoped might be an excuse for abdicating their functions and becoming mere schools, that every true friend of the public education quarrels with the folly which has passed as legislation for dependent Ireland, but for having deprived institutions with none of the inherent weaknesses of the mixed system, of those feeding schools, in default of which they languish, and upon whose gradual revival they attend. Thanks to our Imperial Government, it will be long before the most national University — unless, indeed, it adopt the matriculation scheme I have just intimated—will have ceased, in thin attendance and sparse admissions, to pay the penalty of the stupendous blunder of the 'National System.'

CHAPTER II.

A GRAMMAR SCHOOL OF ERASMUS SMITH—THE HISTORY OF AN ENDOWMENT.

As may be gathered from the last chapter, the decline of the old classical, or semi-classical, school I have just described, left me, like many others, no alternative but to attend the classes of its Protestant rival. This was the Galway Grammar School, on the foundation of Erasmus Smith, and to a brief consideration of certain aspects of this institution I propose to devote the present and the succeeding chapter. I believe the reader will find them not without a certain interest, both as regards the past and present history of secondary instruction in Ireland.

Originally established for the exclusive advantage of Protestants, at the exclusive expense of Catholics, the schools administered, or maladministered,* by the Board of Erasmus Smith, primarily

* See Report of Endowed Schools Commission.

date from those dismal days when the Ironsides of Cromwell had begun to receive the wages of many a bloody business. The story goes that when the actual division of the spoil had arrived, these military saints were anything but perfectly satisfied with the form in which their employers had found it most convenient to pay them their hire. The conversion of swords and pikes into ploughshares and pruning-hooks is never a particularly easy undertaking, nor did it appear less than impossible to many of the veteran picaroons, who now at the termination of all their massacres and pillagings, found themselves transformed into country squires and noble proprietors, for no ostensible reason that could be imagined, except the good old English one of making the Irishry on all possible occasions pay the score. Naturally the difficulty came home with tenfold force to the poorer sort of godfearing knaves, for Corporal Humgudgeon would have to perform those agricultural offices in person which Colonel Humgudgeon could do by deputy. From trampling out the lives of the matrons and the maids of Wexford to guiding the ox that treadeth out the corn, was a fall indeed, and the reader should not be surprised that the delicacy of their previous evangelical nurture should have

inspired multitudes of the puritan worthies with the profoundest aversion for the uneventful toil and tame utility of agricultural occupations. Fortunately it was not so hard to turn the good things they could not use into good things they could, and the chink of the money-bags which shoals of sympathisers extended to the saints in their tribulation very quickly brought about the beseeched transmutation of emerald reaches of mountain and valley into sterling gold and silver broad pieces. In numberless instances the opportunity for realisation was seized with avidity. It was a vouchsafement. It was a great mercy. It was a crowning mercy. On the other hand, it offered a glorious harvest of booty to the farseeing speculators who had followed the track of the cut-throats, like jackals on the traces of tigers, in the expectation of some quiet advantage for themselves from the battles and conquests of the stronger and stupider brutes.

Conspicuous among these keen creatures of carrion was the alderman of London, the retired Amsterdam merchant, Erasmus Smith, who, having amassed considerable riches in the Oriental trade, had come over to Ireland to see what he could do 'for the amelioration of that distracted kingdom'—I believe this is the recognised expression—by

bettering himself to the best of his ability out of that common prey of Gentile and of Jew. We may suppose his particular line of investment was predetermined by his particular genius; at any rate, it seems to have suited him admirably. He became friend and father to the forces. His fame diffused itself throughout the whole army; and the musketeer who had got land but did not know what to do with it, and the musketeer who had got it and knew what to do with it but disliked the trouble or the situation or the prospect of a visit from 'the master's son,'* were rejoiced to find in the accommodating cockney a good Samaritan whom neither town habits, nor a trader's circumspection, nor the dread of rapparees, could divert from his laudable design of helping his military friends out

* Oh, black 's your heart, clan Oliver, and coulder than the clay!
Oh, high 's your head, clan Sassenach, since Sarsfield went away!
But God be praised for Ireland that she has soldiers still,
While Rory's boys are in the wood and Remy's on the hill.
The masther's bawn, the masther's seat, a surly bodagh fills;
The masther's son, an outlawed man, is ridin on the hills.
But God be thanked that round him throng, as thick as summer bees,
The swords that kept Righ Shemus long, his lovin Rapparees.
A Ballad of the Rapparees.

Though this ballad, as the names of Sarsfield and King James testify, properly refers to a later period, it can very well stand for an illustration of a state of affairs that lasted through the whole of the seventeenth century.

of their estates. To be sure these little offices of charity were not altogether so gratuitously performed as not to leave a very sufficing margin for the temporal rewards of virtue. Indeed, I regret to say that something like two or three thousand per cent. upon several transactions has been affirmed to have blessed the benevolence of the Christian capitalist. But then we must make some allowances for human nature, and we ought not to forget that the sorry plight of pious Independents, promoted from the trooper's saddle to much more luxurious seats beneath the ancient rooftrees of Catholic proprietors, whose throats, with those of their wives and as many of their children as they could lay hands upon, they had helped to cut, must have presented temptations to turn to account the predicament of the canting scoundrels as strong as can well be imaginable. Indeed, I am not at all certain that when there arose a great cry from all the roundhead gentry who had had any dealings with the affable Erasmus that their friend and father had diddled them, there was really any very important reason in the case why the good old equity rule, Let diamond cut diamond, should not have been permitted to apply.

However this may be, the ruling Barebones decided otherwise, and under the pressure of parliamentary proceedings a portion of the ill-got property they had parted with too easily was recovered for the original thieves. The philanthropical alderman would have found himself still more nearly in the position of one who had come for wool but went away shorn, were it not for a certain wise relenting on the part of his judges, who were never above compounding a felony for God's service, by which he was allowed to avert the total shipwreck of his affairs by undertaking to make a donation, styled voluntary, for the purposes of Education, the propagation of evangelical principles, and similar inestimable uses. The performance of this compact was not even interrupted by the revival of hereditary monarchism, the loyal cavaliers of the Restoration making it a point of honour not to interfere with the dispositions which the Commonwealth had made in Ireland, and, indeed, being inclined to allow that Red-nosed Noll was not without one merit at least, since, as it was devoutly hoped, he had pretty nearly 'settled the Irish.' The Erasmus Smith gift was part of the 'settlement,' and was accordingly allowed to remain. If we only close our eyes to all the insult

and injustice it was designed to foster, perhaps it was as unexceptionable an application of dishonest acquisitions as was ever extorted from the fears or the repentance of a rascally receiver of stolen goods.

By the original instrument of settlement, dated during the Protectorate, in 1657, it appears that five grammar schools had been in the contemplation of the founder. By the actual charter, entitled 'The charter of King Charles Second empowering Erasmus Smith, Esquire, to erect Grammar Schools in the Kingdom of Ireland, and to endow the same with convenient maintenance for schoolmasters, and to make further provision for education of children at the University, and for several other charitable uses,' there is only mention of license being given to erect and endow three several free grammar schools in Louth, Galway and Tipperary. And three continued to be the number of schools until the reign of George the First, when the accumulation of funds permitted the foundation of a fourth grammar school at Ennis in Clare, from which time there has been no further extension of Erasmus Smith secondary education.

As a matter of course, upon their establishment, Protestant instruction was declared to be a necessary concomitant of classical lore in those institu-

tions erected on Catholic spoliation. A sufficiently explicit statement of this policy has been preserved in a letter from the founder himself to the Board of Governors of his schools, under the date of June 6, 1682. 'My end,' he writes, 'in founding the three schools was to propagate the Protesant faith according to the Scriptures, avoiding all superstition, as the charter and bye-laws and rules established do direct.' That the superstition to be avoided in the Erasmus Smith schools was meant to be understood of the Catholic and national religion alone, according to the sense, only more bluntly and straightforwardly confessed, which superstition commonly bears in the Queen's Colleges to this day,* is most unmistakably shown in some further remarks of the pious founder upon the unpromising condition of his scriptural foundations. At the same time this letter bears very instructive witness to that popular hostility to uncatholic teaching which still forms the cardinal feature of the Irish Education question. 'My Lords,' he says, 'my design is not to reflect upon any *why these schools*

* In the Queen's College text-books, when the Catholic meets the word superstition he generally has no reason to doubt that he is reading about his own religion. Ignorance and idolatry are also to be frequently recognised as conveying the same compliment. Superstition, however, is apparently considered to hit the mark most broadly, and hence comes to be the favourite designation.

are so consumptive; which was, and is, and will be, if not prevented, the many Popish schools, their neighbours, which as suckers do starve the tree. If parents will exclude their children because catechism and exposition is commanded, I cannot help it, for to remove that barrier is to make them seminaries of Popery. I beseech you to command the schoolmasters that shall be presented and approved by your honours to observe them that decline these duties and expel them, which will oblige me, my Lords and Gentlemen.'

As time grew older, however, the pure Protestant zeal which, in conformity with these instructions, once animated the Erasmus Smith institutions, came gradually to disappear, along with some more popular characteristics, before the all-dissolving influences of pecuniary considerations. The same fleshly craving for the mammon of unrighteousness, which so soon excluded almost all but paying scholars from the ostensibly free schools, was no less potent in throwing open the prohibited precincts to the veriest Papist who came furnished with the golden key. Little by little exception was made in favour of individual Catholics. Based upon the soundest commercial principles of reciprocal advantage, the movement went on

extending and to be extended. The dimensions it quickly attained, the efficiency of the yellow dross in appeasing the nice conscience of the reformed Cerberus, may be concluded from a circumstance which has come down to our time. In the very height of the Georgian persecution we find an ordained Head Master of the Galway Grammar School uplifting an earnest supplication to the Governors against some recent putting on of the penal screw. In doleful terms the holy man represents how not less than eighty-five solvent Romish Papishes, rather than drink in the healing waters of the catechism appointed by the rules, had withdrawn themselves elsewhere from his reverence's tuition, to the manifest detriment of his reverence's revenues, and he beseeches their Honours not to have him endure this loss. No evangelism could hold out against superstition when superstition presented itself in such evangelical guise as this. The most trusted paper bulwarks of the true believers every day became more and more bulwarks on paper than ever. At last the Emancipation of the Catholics put an end to all thoughts of preventing Catholic education by any of the old aggressive means. Thenceforth events took a new

turn. Thenceforth who so welcome as the hated Papist to all the Foundation schools and all the Government schools of the country? It was worse than useless any longer to try to bring up the nation in Protestantism. Protestantism itself had entered a new phase. It was no longer the positive and dogmatic creed which Luther and Calvin had propounded. That Protestantism was dead and was being buried. None but the old ladies of both sexes who believe in Irish Church Missions and subscribe tooth-picks for the cannibal islanders, believed in it or subscribed for it any more. The new Protestantism was negative, was rationalistic. It was Eclecticism; it was Naturalism; it was Secularism; it was Deism; it was any Ism you may like to call it except Christian Catholicism. And the way to teach it was, *not to teach* the only thing it was not. There could no longer be any reason for requiring from Catholics an explicit surrender of their faith as a condition for admission into Protestant educational establishments. On the contrary, if they could be only got to feel satisfied with the pains that were being taken to render them comfortable, there would be every reason to expect great things from the new device for sepa-

rating Catholics from Catholic instruction. From the day on which Protestantism ceased to be denominational, from the day on which it extended its arms and took all non-Catholicity to its bosom, it had everything to gain by fostering Undenominationalism. For Undenominationalism was the new Protestantism. And then the opportunity for liberal holding forth which the new theory afforded —'We do not care about religious education, and neither ought you. We only want you to come down to the same level as ourselves,' sounded so much nicer than the old blunt 'We like religious education very well, but though you died for it, you shall not get it,' while at the same time the new ruse did the work just as well. There could be no question of the superiority of the modern method. The throwing open of Protestant schools to Catholics, merely requiring them to pursue 'secular knowledge' in common with their Protestant fellows, was the first step. The enforcement of secular or undenominational, or new Protestant education on all creeds and classes was to be the second. Meantime, in the artificial dearth of Catholic instruction, which it has been the old-standing kindness of our dear sister England to

compel, and until experience had exposed the latest stratagem, it was only natural that many, many Catholics should have been induced, in the first blush of the conciliation movement, to welcome the professions and accept the teaching of the heretic, but respectable foundations.

I have now brought down the history of an important type of Irish schools, or rather of schools in Ireland, to my own time. In my next chapter I shall have some things to tell about the particular seminary at which I was for a period a pupil, that may prove not less interesting to 'all true friends of Mixed Education' than to the general reader.

CHAPTER III.

A GRAMMAR SCHOOL OF ERASMUS SMITH—THE QUEEN'S COLLEGE AND ITS FEEDING SCHOOL.

I WAS a pupil of the Galway Grammar School of Erasmus Smith for two years or more, and if the scope of this work permitted, I suppose I could call up reminiscences of those days as entertaining and as novel as such novel and entertaining matters as school recollections usually are. Meantime, I must be very brief, or silent altogether, upon these topics, and if the reader should miss the account of tasks and recreations and 'hair-breadth scapes' by flood and field, I can only refer him to his own private reminiscences for a probably sufficiently faithful parallel of mine.

I may only say that those two years were no irksome ones to me. The place itself was a cheery place, with lofty windows lighting roomy halls, as school-house ought to have, and pleasantly builded amid grassy fields, as schoolhouse ought to be. In

obedience to tradition, doubtless, the prospect from the particular apartment devoted to the pupils was as limited as possible, but other portions of the house looked out upon extended scenes over the town and the broad waters of the bay to the blue coast-line of Clare, and beyond the disforested reaches of Terryland to the silver Corrib and the waving woods of Dangan and Menlough. Besides I rather liked my companions. I believe boys have a tendency to like their companions. And as there never was a particle of personal bigotry about me that I can remember, and never will be I trust, it was only natural that there should spring up between my Protestant playmates and myself feelings of friendship which time has not obliterated. At any rate, except at odd moments, there could be little temptation to polemical disputes in the face of such absorbing questions as the conscientious pursuit of marbles, burnball, football and pegtop is apt to raise. With more serious aspects of the religious controversy I was later to become acquainted. Then, again, I had no occasion to complain of my teachers. I remember that, like every other pupil of the school, there was affection in the respect in which I held one of them, the white-haired, kindly Second Master, since those

days superannuated, but still hale and hearty, as may he long continue. With the reverend Principal I seemed to be so very nearly a prime favourite, that I have never had any doubt about attributing to some natural pangs of unrequited affection the sudden cessation of all signs of recognition, even to the nodding of the head, with which he thought fit to punish my secession to the class-rooms of the Jesuits, together with all the other Catholic pupils, as soon as ever these dreadful Ultramontanes re-established Catholic education in Galway. As I write I feel I can make allowance for such generous emotions, but while regretting that I should have been an unconscious agent of so much anguish, I cannot but defend the course taken by my parents upon that occasion. Very probably my own feelings might never have risen against uncatholic doctrine, and so far 'all true friends of mixed education' are welcome to build arguments upon the philosophic indifference of immature intelligences. But, on the other hand, it is for 'all true friends' to show why the religious majority of minors should be fixed at seven years or at fourteen, when the political majority is wisely procrastinated till twenty-one. Doubtless the distinction flows from the comparative importance in their eyes of religion and politics.

It is true that no explicit attempt was ever made in the Erasmus Smith school any more than in the Queen's University to force either the Thirty-nine Articles or the Westminster Confession of Divines upon Catholics. But the absence of explicit attempts of this sort cannot be enough. There is a great deal more involved in the religious controversy than the teaching of positive dogma. The important problem of the credibility or incredibility of any particular creed should seem to be solely determined, humanly speaking, through the evidence to its truth or falsehood afforded by what secularists would have us call *Mere* Secular Knowledge. This phrase, *Mere* Secular Knowledge, is itself the most barefaced begging of the question, as the slightest consideration can show. Everything depends upon how the secular knowledge is conveyed. Only let it be so couched as to transmit the desirable bias—and books can no more be without leanings than visible bodies can be without colour or form—and Secularism has done its business and gained its end. A student receives very different impressions as to the truth of things according as his teachers, even leaving out of sight every more active intervention, *merely* place in his hands Thomson's Modern Geography instead of

the Christian Brothers' Geography, or *merely* require him to answer out of that precious farrago of libellous rascality, Lord's Modern Europe, instead of out of Fredet's Modern History.

Not that I mean to blame particularly my teachers, reverend or irreverend, for their views upon the uses of Secular Instruction. They could not well be expected to make Catholic school-books the rule of the school. I only mean that Catholics or Protestants, the one or the other, must inevitably suffer whenever the attempt is made to give them Secular Instruction in common. I learned this very early, and I have but to state that my most recent experience has entirely corroborated my old opinions upon the subject.

To have done with myself, I may shortly say that during my two years at this school I contrived to progress from a sufficiently elementary knowledge of the classical and mathematical elements to something like eminence in my juvenile world. At least, a brace of silver medals for classics and mathematics respectively, which I gained both together in the latter portion of my course, would show that I cannot have been greatly behind-hand. I should have got the silver medal for English at the same examination, for I was undeniably first

in English also. But as it was explained to me, though I could never fully appreciate the explanation, to get two medals at once meant just as much as to get three when I had deserved the three. The English prize accordingly, to my grievous discontent, was bestowed upon the competitor who stood second to me. I need not say that there was a time when I was very proud of my success. Alas! that the reader who learns what the school had become may not be able to think that medals could have meant very much after all.

This will appear from the following brief description of the Galway Grammar School of Erasmus Smith as a feeding school of the Queen's University.

The Galway School of Erasmus Smith had formerly a very respectable reputation as a preparatory school for Trinity College, which used to attract large numbers not alone of day-scholars but of boarders to its classes. Not less than forty of these latter were at one time attending the school. Some trifling prizes open to the competition of Erasmus Smith pupils on entering Trinity may have had something to do with this circumstance. At any rate, it was from the great Protestant

University that the instruction given in the school took its tone. This was before Mixed Education had been invented. In my time, however, the local Queen's College was so near, and its rewards, comparatively speaking, were so valuable, that no one thought of going up to the metropolitan institution. Things had to adapt themselves accordingly, and we were now trained for the new University as sedulously as we had previously been for the old. How successful we were in our transformation of ourselves may be seen from a single fact which I find stated in the sworn examination of the Head Master before the Endowed Schools Commissioners in 1857. *Out of a total of twenty-six Galway Erasmus Smith pupils who matriculated in the Queen's College from* 1849 *to* 1857 *no less than twenty-four were rewarded with scholarships immediately on entrance.* Was not this a splendid testimony to our character as a University affluent and tributary? What credit might not Rugby or Eton claim for itself if something over ninety-two per cent. of its pupils had a regular habit of winning scholarships at Oxford or Cambridge immediately on entrance? The curious thing about our connexion with the fastidious institution which can afford to read Oxford a lesson

on how it ought to behave itself,* was that the more clearly we showed ourselves thoroughly up to the standard of the Queen's University the more clearly was it evident to every beholder that we were being thrust down and degraded in the scale of schools. So conspicuous was the low condition to which we had been reduced, that when the Commissioners of Inquiry into the state of Endowed Schools in Ireland had returned from visiting us in

* 'The result of a high standard of education on Oxford and Cambridge would be, that what might be a standard too high for the general body at first, would become in a few years a standard to which the general body would raise themselves. If a system of matriculation were adopted at Oxford, so that your Etons and Harrows would find Oxford a narrow entrance, which would induce greater efforts on their parts, you would be enabled to render your Degree Examination at Oxford, for the entire body of students, that which our Examination is for the few. As it is, the Pass Degree of the Queen's University is equal to an Honour Degree at Cambridge or Oxford (!). Of course, there will always be a certain number of incapables, but you may safely adopt a high standard and you will be fully successful in working the general mass of the people up to it.'—*From Minutes of Evidence of Sir Robert Kane, F.R.S., M.R.I.A., President of Cork College, before the Queen's Colleges Commission.*

Evidently Sir Robert Kane thought he might as well tell a good one as he was about it. The pity is, as the reader will see, he did not look nearer home before tendering his advice to Oxford and Cambridge to be very particular about the standard of their matriculation. I hope the great English Universities will accept in the proper Christian spirit the information that their famous Honour Degrees are only up to the mark of the Pass Degrees of the Queen's University. But this is the way with the Cork President. 'I'll assure you a' uttered as prave 'ords at the pridge as you shall see in a summer's day.'

the course of their official perquisitions, they found it their painful duty to describe us in their Report as 'one of the most depressed and backward schools in the kingdom.' Here was a strange anomaly, or what would be such if we were without the means of arriving at the law of its operation. Fortunately we lie under no necessity for taking refuge in any of those Irish reasons which have been so-called because exclusively hazarded about Ireland by Englishmen, who from their entire ignorance of that country, feel themselves in a position to give authoritative information upon all Irish matters. On the contrary, the reason is a purely English one, being the necessary result of the latest English muddle in Irish education, that important branch of the muddling of everything Irish that Imperial Legislation can get a finger in.

Perhaps the reader remembers from a previous page of this work, something about a salutary warning administered by the Queen's Colleges Commission to the Queen's Colleges to give up 'lowering the general standard of school education throughout the country,' by their matriculation system and their scholarship system. The recollection will be useful here, as it will serve to exhibit two independent Commissions, Government Com-

missions into the bargain, arriving at practically the same conclusion upon the peculiar efficacy of the peculiar institution which 'all true friends of mixed education' are peculiarly bound to revere. As a matter of course it was the Queen's University that was at the bottom of all the mischief. However, I am not going to try to persuade anybody upon the foregoing evidence, nor upon my own evidence, but upon a new and independent testimony altogether—a testimony, too, which has the rare importance of being given against the most obvious motives of self-interest and under the most obvious apprehensions of sacrificing official favour, nay, the means of subsistence itself, to upright outspeaking and conscientious convictions. It will be perfectly patent to the reader that, in giving his evidence against the Queen's Colleges, the witness I am about to call, the white haired, kindly Second Master of whom I have spoken, can certainly have had no expectation of currying favour with the Grammar School Governors by his unwilling disclosures, and as certainly could only have been actuated in his revelations by the force of truth alone. It is inconceivable that anything but an assured knowledge of facts can have prompted

the plain straightforward and detailed account which I am about to quote of one special case of that general 'lowering of the standard of school education' with which the reader is already acquainted. And be it observed, that I take my extract literally from the Minutes of Evidence taken before the Endowed Schools Commission upon the reasons of the decline of the Galway Grammar School on the foundation of Erasmus Smith:

'Mr. Thomas Killeen sworn and examined.

'*The Chairman of the Commission.*—What situation do you hold in the Grammar School?

'*Witness.*—Second Master.

'*Chairman.*—Do you know when the Rev. Mr. Hallowell was appointed Head Master?

'*Witness.*—About seven years since. He is absent in Germany. I had a letter from him this morning stating he hoped to be in time to meet the Commissioners. He did not know the day of meeting.

'*Chairman.*—Can you assign any reasons for the falling off in the number of pupils?

'*Witness.—I am placed in a critical situation. If I get blame from the Governors, it is at my own risk; they can dismiss me when they like.* I could assign some reasons.

'*Mr. Stephens.*—Will you be pleased to assign the reasons for the decline of the school?

'*Witness.*—In general, I think, the terms are rather high.

'*Mr. Stephens.*—Are these the only reasons you can assign for the decline of the school?

'*Witness.*—Roman Catholics, generally, when I solicited them to send their sons there, said, why should we not give a preference to the Roman Catholic schools, where they would be taught their own religion. Another reason is, it is too far to go to the school, particularly for those who live at the other side of the town, for they would have a good mile to walk.

'*Mr. Stephens.*—Can you assign any other reason for the decline of the school?

'*Witness.*—I cannot at present.

'*Mr. Stephens.—I think you said that if you were to assign the reason for the decline of the school you would offend the Governors; did you not say so?*

'*Witness.—Yes.*

'*Mr. Stephens.—Are the reasons you have assigned now for the decline of the school likely to offend the Governors?*

'*Witness.—I believe not.*

'*Mr. Stephens.—Then you must have some other reasons?*

'*Witness.*—*Perhaps so.*

'*Mr. Stephens.*—*State them.*

'*Witness.*—*When the Queen's College opened, I consider the principal reason for our scholars falling off is, they were admitted there before they knew their grammar at school. I can say the professors themselves gave it as their opinion—and some of them are listening to me at present—that they had to teach the pupils grammar after being admitted as scholars of the Queen's College; instead of being professors, they had to teach them just as we do at school.* THEY GOT SCHOLARSHIPS WHEN THEY OUGHT TO HAVE REMAINED TWO OR THREE YEARS LONGER AT SCHOOL.*

'*Mr. Stephens.*—*Did they get scholarships with emoluments?*

'*Witness.*—*Yes.*

'*Rev. Doctor Graves.*—*When so imperfectly instructed as you say?*

'*Witness.*—*Yes.*

'*Mr. Stephens.*—What is the value of a scholarship?

'*Witness.*—24*l.* a-year and about 4*l.* pays their fees, so they generally have 20*l.* a-year, and a good

* Is not this the model Sir Robert Kane would have Oxford follow, 'so that your Etons and Harrows would find Oxford a narrow entrance'?

many premiums. They leave our school before they are finished. *I have a son myself at school that might get a scholarship at the Queen's College, perhaps a better scholar than some of those who have got scholarships, and I would not let him go in till he is better finished, for if a boy does not know his grammar, a professor cannot take the trouble to teach him these things.*

'*Mr. Stephens.*—Is not the teaching of grammar a part of school education?

'*Witness.*—It is properly confined to school.'

There is a 'University'—competing with a Grammar School for pupils and lowering that Grammar School by the terms of its competition, recruiting schoolboys to its classes by the bribe of scholarships and premiums 'before they had learned their grammars,' gratuitously descending to the humblest functions of secondary education under the pretence of University Instruction, 'performing the part of a high school,' as President Berwick confessed in 1858, 'manfully stooping to do the work of an almost primary teacher,' as, in 1868, Professor D'Arcy Thompson was fain to describe its performances still,* 'depressing the standard

* 'During the last three years I have had in the management of an Alpha-Beta class one-fourth part of my professorial duties. . . . A

of school education throughout the country,' as we have seen the Queen's Colleges Commission had to report, filching the business in order to get the scholars of the surrounding schools; and of course, after the formal curriculum of three years' attendance, which it may be presumed was intended to be spent in something better than 'manful stooping,' duly dubbing the 'emancipated schoolboys,' that grow up under its 'almost primary teaching,' by the style and honours of real Universities, Prizemen and Bachelors in Arts! This will exemplify the Queen's College conception of a 'feeding school,' not a nursery of well-grounded scholars, not a preparatory institution in an educational sense, but a something of a very different kind, a recruiting depôt where no deficiency in intellectual inches is a bar to enlistment, where no consideration is regarded except willingness to serve, where the schoolboy dons the uniform, fingers his bounty, is counted as a collegian and is a schoolboy still. Of course the Queen's Colleges knew very well what they were about.

professor must stoop manfully to do the work of an almost primary teacher.'—*From sketches of the Queen's University in Wayside Thoughts, a series of Lectures delivered before the Lowell Institute, Boston, in* 1868, *by D'Arcy W. Thompson, Professor of Greek in Queen's College, Galway.*

Provided they could only get undergraduates enough, they had a trick of their own in reserve for manufacturing graduates out of them. The reader will understand what this was better by-and-by, when he will have heard President Henry beseeching the Commissioners to grant, '*not a lowering*,' oh, no, not for the world, '*but a Simplification of the Degree Examination, in order that we may have a large number of graduates to show the public at our annual meeting in Dublin Castle*,' and Professor Nesbitt pleading the hard case of the students '*who come here knowing little or no Classics, and when a strict Degree Examination stares them in the face, you easily see what a deterring influence it has*,' and President Berwick putting it as a strong '*reason for lightening the curriculum that the students come to the college very badly prepared, that the present curriculum would require students to enter college good classical scholars —well grounded in Latin and Greek—and with a respectable knowledge of Mathematics, while our students know nothing about Classics and are only prepared in Mathematics to a certain degree*,' and all the rest of them asking for the indispensable facilitation of the Arts Degree, and only dreadfully anxious that it should be done on the

quiet,* lest '*any changes at present should be interpreted as an admission on our part that our system had failed, and that our young men had not received a proper education.*' When the reader has learned that not all the beseechings and pleadings could prevail on the Commissioners, friendly as they were disposed to be and as they showed themselves, to recommend such a scandalous course, and that thereupon their desperate plight drove the Queen's Colleges to undertake the 'simplification' on their own account, he will have perfectly fathomed the nature of the tenure under which Mixed Education holds in this kingdom, and will be perfectly able to appreciate its pretension to either national or intellectual position.

Meantime something has been already done to show that, on educational grounds alone, the first step towards the encouragement of a high secondary

* 'While I admit that it might be desirable to simplify our course and to lighten the pressure of it on our students, I may repeat what I have had occasion to state in the senate, that though I would be myself the person at another time, and after this period of revolution has passed over, to suggest some such simplification, yet I was opposed to any changes on the ground that at present they would be interpreted as *an admission on our part that our system had failed, and that our young men had not received a proper education.*'—*From Minutes of Evidence of Sir Robert Kane, F.R.S., M.R.I.A., before the Queen's Colleges Commission.*

education in Ireland must be the prompt abolition of that system of 'Manful Stooping,' which is thrusting down the standard of school education everywhere within its reach, by turning schoolboys into University scholars 'before they have learned their grammars.'

CHAPTER IV.

THE COLLEGE OF ST. IGNATIUS—THE QUEEN'S COLLEGE AT ITS OLD WORK.

On September 10, 1860, the first academic session of the College of St. Ignatius was inaugurated at Galway in a private house at Eyre Square pending the erection of the present spacious college building at Salthill. The event was the signal for the instant withdrawal from the Protestant institution of all such Catholics as, in the absence of any Catholic alternative, had been compelled to seek an indispensable education at the cost of breathing a dangerous atmosphere. Others who, in the interval, had been kept entirely unschooled, hastened to come forward now. For many reasons it gives me pleasure to record that mine was the first entrance within the class-rooms of the new college. About forty more joined the same time. Every day brought fresh accessions. And within a week we numbered a goodly total. Since then, and espe-

cially since the removal of the Jesuits to Salthill, the number of pupils has sometimes been 120.

I remained exactly two academic years under the tuition of the Jesuits. Unfortunately for me they were years of very different character. During the first, I was able to win by sheer hard work most of the first prizes of the school. During the second, a lingering weakness of sight, which has more than once or twice attacked me, only permitted me with difficulty to maintain my position in a class from which my ablest competitors had departed the preceding year for the handsome emoluments of the Queen's College. Why that preceding year did not see me also, like my class companions of the same *more than mature* age of *fifteen* years,* competing for the 'honours' of

* 'When I stated I would consider *twelve* or *thirteen* too early for the students to enter, as I considered their minds not sufficiently matured, I should have added, I would not make the same objection to *fourteen* years.'—*From Minutes of Evidence of Sir Robert Kane, F.R.S., M.R.I.A., President of Cork College, before the Queen's Colleges Commission.*

Professor Thompson will admit that this is 'stooping' as 'manfully' as can be desired. Sir Robert Kane and his friends have certainly devised a very ingenious plan for dispensing with secondary education. Just call a 'school' a 'university,' and the problem is solved. The only observation I would make is that, if that were the way 'your Etons and Harrows would find Oxford a narrow entrance,' there would seem to be some difference between the views of the Queen's College philosophers and Mr. De Quincy, for instance, who relates with pride that the 'men' in the English Universities *are* men.

the 'University,' is easily explained. Ambition was my undoing. *Auri sacra fames* was my bane. I wanted to be better than good. I wanted to get 48*l.* instead of 24*l.* when I should enter 'College.' The reader will be told how I suffered for my avarice.

According to the provisions of the Queen's Colleges statutes, justly anxious to make their money bring them in as many students as it can—a matter of much more importance than any encouragement of that general knowledge which is delusively supposed to be the object of those institutions—it is ordained that of the 'five Literary scholarships of 24*l.* each' and 'five Science scholarships of 24*l.* each' that make the First Year Arts attractive, only *one* Literary scholarship, or *one* Science scholarship is tenable at once by the same individual, unless he be *the very first* in Literature and Science *both*. Now 24*l.* in either branch is such a nice little sum that very few students think of the comparatively unattainable double scholarship. Thus nearly everybody is satisfied. The five Classical students who know nothing about Mathematics have got 24*l.*, 'with little or no competition' as the Commissioners report, for their Classics. The five Mathematical students, who

know nothing about Classics, have got 24*l.* for their Mathematics in a similar fashion. And the College has made sure of ten students in the First Year Arts, who will again be ten in the Second Year, and again in the Third, for 'merely' a repetition of 'the consideration,' instead of perhaps only five double scholars all through the session, a matter not to be overlooked in its bearings upon 'the numbers of students attending our classes, and proving unmistakably thereby, the deep attachment of the Irish Laity to Mixed Education.' This was one of the 'Mixed Principles,' known to the authorities as 'the principle of bifurcation,' to which the Commissioners found themselves obliged to suggest an emendation in the interest of general education,'* but which the University authorities

* 'There is recognised, in the Colleges, a *bifurcation* by which a student may pass either to the Literary side of the course, or to the Science side.'—*From Minutes of Evidence of Sir Robert Kane, F.R.S., M.R.I.A., President of Cork College, before the Queen's Colleges Commission.*

'On comparing the number of Junior Scholarships which have been founded in the Faculty of Arts with the number of students in the same Faculty in the Colleges, we are of opinion that it is desirable to diminish the number of the Junior Scholarships, and to render them more valuable. We also think that there should be a modification in the subjects for which scholarships are awarded. We would recommend that in the first year there shall be *no division* into Literary and Science Scholarships, but that all the scholarships of the first

found themselves obliged to retain unemended, or 'what would the public,' that terrible public, 'come to think of our success' if our poor little classes were cut down to half? Possibly, as Sir Robert Kane says, in that case some persons would interpret it 'as an admission on our part of the failure of our system.' At any rate, 'the principle of bifurcation' is still a 'Mixed Principle,' and was so when I began seriously to reflect how I must be first in both Classics and Mathematics, in order to get 48*l.* sterling 'immediately upon entrance.'

The most obvious plan was to remain an additional year at school. I had already read considerably more of both Classics and Mathematics than was required for the corresponding scholarships, and I made no doubt that an additional twelvemonths would make sure of the prizes. Shortly after my time another pupil of the Jesuits achieved this enterprise at fifteen years of age. For my part, however, the state of my sight

year shall be given for proficiency *in the general course.'—From the Report of the Queen's Colleges Commission.*

If the Commissioners had cared to understand that scholarships meant students, and division meant facilitation, they would not have wasted their breath in such preposterous recommendations as fewer bribes and better education to an institution that lives, and barely lives, by buying students and lowering education. *They might have known they would not be attended to.*

settled the question by rendering it imperative on me to attempt nothing beyond brief snatches of desultory study, not only during that superfluous year at school, but for many subsequent months at 'College,' and, indeed, until gymnastic exercises, to which I passionately addicted myself in the interval, had conquered the complaint by strengthening my constitution.

For the same reasons that I have already given for passing very lightly over my life at the Erasmus Smith school, I must pass very lightly over my life at the College of St. Ignatius. I can only say as I hurry forward, that to me that time must ever be a time of glad remembrances, of almost unalloyed pleasure, of juvenile friendships which have outlived the playground, of love and veneration for my teachers such as only a pupil of the Jesuits can feel.

And from the days of Ignatius, and Xavier, and Laynez, what pupil of the Jesuits has not felt love and veneration? What less could even he, the Protean and universal scoffer, though with ridicule that,

> as the wind,
> Blew where it listed,

he laid all else prone? 'During the seven years that I spent in the house of the Jesuits,' writes

M. de Voltaire, 'what did I witness? The most laborious and frugal life—the hours of the day divided between the cares they bestowed upon us and the exercise of their austere profession. I appeal to thousands of men educated like myself.' *Ex uno disce omnes.* It were strange indeed, did I retain no grateful sense of the zeal and the devotedness which awed and melted even a Voltaire.

To quote from the same able writer in the Dublin Review, to whom I have previously referred: 'It is hardly possible for you, even as a reviewer, without some vice of mental or moral organisation, to forget that you have been for years the object of tender nurture, and followed at their close with affectionate solicitude; that athwart all the waywardness and ingratitude of boyhood, a practised eye has been upon the strain to catch the appearance of every ill-defined and rudimentary talent, and a delicate hand ever ready to shape and swathe it into symmetry; that when time admonished to give your faculties scope, the same directing spirit has taught you which should lead and characterise, which correct and balance the entire; that it is your own fault if you are not aspiring without vanity, and modest without

timidity, if you have not acquired the secret of your strength with the intimate conviction of your weakness; that your development has been the study of minds the deepest, the vastest, the most versatile in the world; that you have been, and are yourself, the living refutation of half the charges against your instructors, and that the remainder vanish before evidence; that your heart has been formed and your morals guarded with equal assiduity; that you never got a lesson in mental reservation or regicide, and never met with a pupil of the Jesuits who did. All this it is not easy to forget, or remembering, to remember with indifference.'*

For the rest, there is nothing I can tell of the instructional method pursued at the College of St. Ignatius which can be new to the educated reader. The Colleges of the Society repeat one another. And the aphorism in which Bacon, two centuries and a half ago, and in the infancy of the Society, summed up all that keen observation and profound thought could find to recommend upon the subject of school discipline, holds good as truly of every

* George Whitley Abraham, in 'Contributions principally to the Dublin Review.' *Die Gesellschaft Jesu, ihr Zweck, ihre Satzungen Geschichte, Aufgabe und Stellung in der Gegenwart.* Von F. J. Buss.

component of a system, uniform in all its objects and all its details, as of the general system itself. '*Ad pædagogicam quod attinet brevissimum foret dictu—consule scholas Jesuitarum.*'

What the Jesuit teaching is at Paris, it is at Stoneyhurst, and would be at Galway, it might be presumed, were the surrounding circumstances as favourable as in the atmosphere of France, or even in the atmosphere of England. If at Galway, as yet, the Fathers have been condemned to witness their best exertions marred and their best hopes unachieved, the fault may be presumed to lie neither in Irish pupils nor in their gifted instructors of the one uniform and universal Society.

It is true that, as in the case of the Grammar School of Erasmus Smith, if one were to gauge the success of the Jesuits by the success of their pupils as scholars and Exhibitioners of the Queen's University, the result would be gratifying indeed. Year after year, students educated by the Fathers have carried off the valuable prizes of the Queen's College 'immediately upon entrance.' I am really afraid to say how much Mixed Education money has found its way after this fashion into the pockets of my schoolfellows during the short period since 1860. Probably 1600*l.* would not be over the

mark. Certainly the sum total has exceeded 1500*l.* as I have assured myself by the easy process of reckoning up the aggregate gains of my own personal friends and acquaintances occurring within my own personal knowledge. The curious thing in the relations between the Jesuit seminary and the Queen's Colleges, as in the relations between the Erasmus Smith seminary and the Queen's Colleges, has been—to repeat what I have written already upon the latter—that *the more clearly we showed ourselves thoroughly up to the standard of the 'University,' the more clearly was it evident to every beholder that we were being thrust down and degraded in the scale of schools.* In fact, as the reader may very well conjecture, 'Manful Stooping' has been doing its old work. THE PUPILS OF THE JESUITS, LIKE THE PUPILS OF MR. KILLEEN, HAVE BEEN GETTING SCHOLARSHIPS AND EXHIBITIONS 'WHEN THEY OUGHT TO HAVE REMAINED TWO OR THREE YEARS LONGER AT SCHOOL.' And the College of St. Ignatius, Galway, like the College of Erasmus Smith, Galway, stands to-day a living protest against that 'lowering of the general standard of School education,' that filching of the business in order to get the scholars of the secondary schools, which even the Queen's Colleges

Commission were obliged to condemn, and with which the reader is already so thoroughly acquainted.

In this point of view the success of Mixed Education over its denominational rival, it must be owned, has been conspicuously brilliant. The very repugnance of the Fathers to countenance anything like recruiting for such a 'University,' their strenuous endeavours to retain their pupils until they are something like properly educated, only partially retard the inevitable departures. In the face of the vast sums to be reaped by merely changing one school for another—and this, as the reader has been told, is the true meaning of entering the Queen's Colleges—the struggle of the Fathers to prevent their school from utterly sinking to the condition of the Erasmus Smith school, too often succeeds in merely leaving something less of 'the almost primary teaching' to be done by their unscrupulous 'University' competitor. The Erasmus Smith school, which has not struggled but only complained, has long since seen itself condemned to teach nothing beyond the elementary mathematics. For years together no pupils of the Erasmus Smith foundation take any longer classical scholarships 'immediately upon entrance.' They

get their money now for being 'scholars in science.'* Like the avaricious proprietor of the goose that laid golden eggs, the Queen's University, too cove-

* Since writing the above, the following complete corroboration of my statement has been published. It is a kind of advertisement of the Erasmus Smith school on the occasion of some recent successes of its pupils at the Queen's College, inserted in the Galway Vindicator. After enumerating some details of 'honours' and moneys obtained by pupils of the school at the 'University' examinations, ALL for Mathematical or Professional proficiency, the paragraph proceeds:—

'So much for the University examination; but at the College examination just concluded, the pupils from Erasmus Smith's school have been equally distinguished. They have carried off the first, second, and fourth of the Arts Scholarships, of *the first year* in *Science*; the Medical Scholarship of *the first year* in *Science*; a Medical Scholarship of the second year; two Exhibitions in Medicine, and one in Engineering. The pecuniary value of the distinctions enumerated above amounts to *the large sum of* 307*l.*—*obtained, be it observed, in the last three months,* by students of the Queen's College, who entered from Galway Erasmus Smith's school. (!) *Comment on facts such as these is almost superfluous.* It is enough to congratulate Mr. Hallowell and his able assistants upon results no less creditable and encouraging to them than to the Professors of the College. It is important to know that the success of students in College is in a very high degree due to careful and judicious preliminary school training; and it is most satisfactory to our townspeople to be assured by evidence, such as we have mentioned, that they have, at their very doors, *a school so admirably suited to the requirements of the locality.*' (!)

The reader will appreciate the total absence *throughout* of any mention of Classical or General Education. For the rest, though it might have been thought 1600*l.* was a pretty nice total for pupils of the Jesuits to pocket in eight years, it must be admitted that it sinks into insignificance compared with the state of affairs revealed by the pupils of 'Mr. Hallowell and his able assistants' getting 307*l.* 'in the last three months.' We have certainly a most 'liberal' university and, to borrow a phrase from the advertisement, 'admirably suited to the requirements of the locality.' As Mr. Hallowell is proud to have people think, '*comment on facts such as these is almost superfluous.*'

tously bent upon present greed to think of future necessities, has, in the only secondary school *entirely* at its disposal, *entirely* destroyed classical instruction by the means it took to make sure of classical scholars 'before they had learned their grammars.' In the College of St. Ignatius the Queen's University is not allowed to have its own way so completely. The pupils of the Jesuits, in consequence, when they become scholars of the Queen's University, generally have 'learned their grammars' at any rate. But, oh, the difference between the preparation which is sufficient and more than sufficient for the Queen's University, and that which the Fathers of the Society thought they would be permitted to give their pupils. As things are, while resolutely doing their best under the most disadvantageous circumstances, they can only hope for the day when Ireland shall have a real University, and they shall not be forbidden to have a real school.

I find it difficult to express, it is difficult to convey, the extent of the mischief that is done by these nefarious proceedings. Let an English reader imagine what would be the effect on the great schools of England, if Oxford and Cambridge began to proclaim that the last three or four years of

School education might as well be spent at the *University*, that the University was prepared to stoop 'manfully' for these three or four years to play the part of the secondary teachers, that scholarships and prizes would freely reward the lads of Rugby, Eton, and Harrow, for merely electing to go to school to Oxford or Cambridge!

The highest level of the School can be no higher than the lowest level of the College. As the lowest stage of the University descends, the highest stage of the University School must sink proportionally. Nay, more; it is the University which sets the law, and determines the utility, of the subordinate institution. The School cannot rise higher than the College permits it. The School cannot raise itself. When the College becomes 'manfully' determined on being 'an almost primary teacher,' the School must be even less than 'an almost primary teacher.' There is no room for a true secondary system, so long as the University is truly a school, whether 'an almost primary school,' as Professor Thompson intimates, or even 'a high school,' as President Berwick dignifies it.

Supply depends upon demand. It is the superior education especially which creates the demand for secondary. There is no agency, for good or evil,

in educational affairs, like University agency. And there can be no sound secondary education in Ireland until a demand for it has been created by the operation of a National University that is really national, and really a university. As it is, secondary education is ruined, and the public can hardly be said to be benefited.

Even putting aside the radically uncatholic nature of the Queen's College system, in itself sufficient to ensure its incompetence because in itself sufficient to ensure its rejection by a Catholic people, 'what earthly advantage,' ask the Fathers of St. Ignatius, 'can accrue from dubbing boys University scholars and graduates long before they are fit to be either the one or the other? What is the use, unless to cloak a disappointment by a fiction, of sending abroad through the highways and byeways, like the man in the parable, and compelling together, if not the intellectually blind and decrepit, at least the intellectually immature and undertaught, so that, forsooth, the seats at the banquet may not seem empty, to which those who had been invited have refused to come. For our own part,' they add, 'our only hope is in counteracting, to the utmost of our ability, the unscrupu-

lous competition by which we are assailed. For the present we can only expect a very limited success in our endeavours. *We* cannot afford to pay our pupils handsomely for continuing to attend us. On the contrary, we expect to be paid by them—the rival school is too happy to pay, and pay handsomely, instead of asking to be paid. And though now and then, and of late years more frequently than formerly, we have pupils who prefer to be real schoolboys instead of sham collegians, human nature would not be human nature if scholarships and exhibitions, by dozens and by scores, did not produce their natural result.'

Here ends the Second Part. The chapters on Secondary Instruction are concluded. It is for the reader to decide upon their lesson. By that decision, be it only arrived at after careful and conscientious perusal, I am prepared to abide. I have honestly endeavoured to be accurate. I only ask my reader to be just. And, in the present crisis, I have no fear of his being anything less. It is more than the success of a book, more than the reputation of an individual, that is at stake: it is the welfare of a nation that claims to be the sole best judge of its own sole interests, the intellectual

life of an ancient people that claims to be delivered from the prescriptions of force and the prescriptions of shallowness.

The reader is about to enter upon the Third Part of this slight volume. If, when he has crossed its threshold, he finds himself in the domain of Secondary Instruction still, let him reflect that it is to this that the foregoing experiences, the foregoing statements, the foregoing sworn testimonies point. *Secondary instruction as Queen's University instruction at its best unquestionably is*, let the reader above all things remember that this is what has been forced upon Ireland for twenty years as University Education.

PART THIRD.

THE FACULTY OF ARTS, OR UNIVERSITY PROPER.

'Commissioner.—I now beg to ask, judging of your standard of questions by the authors in which you examine at Matriculation,—in Greek, First Book of the Anabasis of Xenophon; in Latin, First Book of the Æneid of Virgil; in Latin Prose Composition, re-translation from English into Latin of short sentences from Cæsar's Gallic War, Book I.—whether half the boys at Harrow do not know a great deal more than the students entering here? Witness.—Yes.'—*From Minutes of Evidence of John Ryall, LL.D., Vice-President, Professor of Greek in Queen's College, Cork, before the Queen's Colleges Commission.*

'I have been kicked upstairs. I have been one of the favoured few allowed to emerge from the routine duties and unworthy thraldom of scholastic life to the more congenial duties and almost perfect freedom of the life professorial. .....Have my duties been essentially altered? Not in the very slightest degree.....When first elected to my present chair, I had stereotyped in my mind an ideal character of a professor.....I was reassured to find that the chair I was called upon to fill was just such a chair as I had filled to my own comfort for twelve long years. In fact, I was still what I am to this day—a schoolmaster.'—*From Wayside Thoughts; a Series of Essays on Education, read at the Lowell Institute, Boston, U.S., in the Spring of* 1868, *by D'Arcy W. Thompson, Professor of Greek in Queen's College, Galway.*

CHAPTER I.

A MATRICULATION.

In the month of October, of the year 1862, I became a matriculated student in Arts of the Queen's University. Seven years are a long time. I have since then traversed all the stages of the University proper. And this present Part is intended to place the public in possession of what I have come to know during my long experience. I ask the candid attention of the reader while I proceed to relate the true nature of the Faculty of Arts under the mixed system in Ireland, the way it is managed, and the results of that management.

As it is good to commence with the commencement, this first chapter is upon the subject of matriculation. Matriculation is the starting point of University studies. It will be seen that, by a suicidal policy, the Queen's University has set its starting point so low, that its brief curriculum of

three years from matriculation to graduation is necessarily spent in school instruction, that its students are ending where they ought to be beginning, and that, in fact, a University is still wanting for Ireland.

Let me, once for all, place before the reader the main object of a University entrance examination as it ought to be.

To quote from the Catholic University Gazette, under the year 1855, we find it thus described: '*The main object of an entrance examination is simply this, to ascertain whether a candidate for admission is in a condition to profit by the course of study to which, on admission, he will be introduced.* Such examination need not go *beyond*, but it must go *as far* as this. *A University does not undertake the charge of boys, or the first steps in education;* it professes to continue, and, in a certain sense, to complete the education of those who have already done with school, but are not yet fully prepared for the business of life and intercourse with the world; it must have the assurance, *if it is conscientiously to fulfil its promise*, that the students whom it takes in charge are already *well grounded* in the elements of the studies it professes to teach.'

It is obvious that at least this much is absolutely

indispensable for a University to be what it claims to be. Any institution which exacts less than this, ceases to be a University. It becomes a school *in the precise degree* in which the laxity of its entrance examination entails upon it the necessity of supplying secondary or elementary instruction to the pupils whom that laxity has admitted. It will be seen that the entrance examination of the institution styled the Queen's University in Ireland is not merely so lax, but so null and nominal, that the business of the University, so far as it deals with education at all, solely consists in being an *elementary* teacher to the *majority* of its pupils, and hardly a secondary teacher to the remainder.

The Queen's Colleges are notoriously a numerical failure. They are still more decidedly, if possible, an educational failure. In the most litera meaning of the word, they are not a University. They are nothing but grammar schools, so far as they are not professional training schools. And professional training is not education.

This is the true character of the Colleges from the first moment of their establishment. They have adopted it voluntarily, deliberately, perfectly aware of the state to which they were degrading themselves, perfectly satisfied to be so degraded,

so long as appearances could be kept up with the public. I shall prove it home to them through the whole period of their history: firstly, from the foundation of the Colleges to the issue of the Colleges Commission; finally, from the issue of the Colleges Commission down to the present day.

The admissions of the Queen's University authorities themselves will be unimpeachable evidence in the first division. When the time comes to consider the last, equally unimpeachable evidence will be forthcoming to illustrate its character also.

I commence with the testimony of Edward Berwick, B.A., described as President of Queen's College, Galway, and holding his office at the will and pleasure of the Crown. This evidence will show the general nature of the facilitating process at work on the matriculation.

Sir T. N. Redington.—The matriculation examination in this College for Arts appears to comprise Mathematics, the Greek Language, the Latin Language, History, and the English Language. *Is that matriculation examination the same as it existed when the College opened, or has any alteration taken place?*

Witness.—The original plan of the matriculation was, that the candidate might select any two books in the Greek language and any two in the Latin; he may now select but one in each language.

Apparently puzzled to make out from this view of selection, whether the difficulties of the student had been lightened or increased, another Commissioner gets this point out of the President.

Mr. Gibson.—Do I understand you to say that there is now only one Latin and one Greek author?

Witness.—Yes.

Mr. Gibson.—Are not the students who enter Trinity College examined in a more *extensive* course than they are examined in here?

Witness.—No.

Taken aback by this plump negative, which must be news to Trinity men, the Commissioner is induced to put a couple of probing questions, which elicit the fact, that in the interest of his beloved institution, the President has been taking a mental distinction.

Mr. Gibson.—They require two books in Greek and two in Latin; you require only one?

Witness.—I believe the matriculation examination of this College is *stricter.*

Mr. Gibson.—Is not the examination more *extensive*?

Witness.—So far as books are concerned, it is.

As if this was not what he had just denied point-blank!

From another portion of his evidence, we learn that the meaning the President attaches to 'strict-

ness' is no less original and striking than the sense in which he is pleased to understand 'extent.'

Sir. T. N. Redington.—What proportion of the candidates for matriculation examination have been rejected.

Witness.—I should say that now, perhaps, there is a sixth or seventh part rejected. I remember that five were rejected the last session. I do not know how many were rejected this session; *but the fact is, if we rejected candidates who were not sufficiently prepared to enter, we should reject eight out of ten.*

That is to say, out of every ten candidates eight *ought* to be rejected; but even so many as two were not rejected, for two is more than 'a sixth or seventh part' of ten. Let us suppose, however, that the College did actually reject *two* out of the *eight* that it *ought* to reject. *This means that the College admitted at least six candidates whom it ought to reject out of every ten who presented themselves.* In other words, *more than half* of the students whom the College admitted were 'not sufficiently prepared to enter,' even in the judgment of President Berwick. After this there can be no question of the superior strictness of the Queen's University Matriculation.

To show that such Spartan virtue was not confined to Galway College, I proceed impartially to

cite the evidence of the University body throughout the sister Colleges. And first, Sir Robert Kane, President of Queen's College, Cork, will corroborate the evidence of the Galway President.

Sir T. N. Redington.—Have the changes that have been made reduced the standard of the matriculation examination?

Witness.—They have in the case of the medical students. . . . The matriculation course was lightened as regards the medical students. *The matriculation examination was subsequently made uniform by a simplification of the entire system!!*

The Queen's College Presidents are certainly masters of mental distinctions. The standard of the matriculation examination has been '*reduced* in the case of the medical students.' In the case of the students generally, it has only been 'subsequently *made uniform by a simplification of the entire system.*' I am afraid the reader will be unable to see the difference.

In Belfast College the examination of witnesses by the Commissioners commenced, not with the President, as in Cork and Galway, but with the Vice-President. This was at the request of the President, the Rev. Pooley S. Henry, himself. 'Not having had an intimation from the Commis-

sioners as to what course of inquiry they would pursue,' he says, 'he would be glad to be afforded time for the arrangement of documents and for reflection on a subject which will excite great interest, both in Parliament and out of Parliament.' His evidence, accordingly, was not called for until a later stage, when the Commissioners had already learned enough of the Belfast matriculation to allow them to dispense with asking the President any questions about it. By-and-by it will be seen upon what points he was invited to give his reflections, and the good his long cogitations did him. Meantime the Vice-President, Thomas Andrews, M.D., F.R.S., M.R.I.A., Professor of Chemistry, will be evidence upon the present issue. This witness took a very different view of things from President Berwick. He had no notion of claiming any superiority as to strictness over other Universities. On the contrary, he got quite jubilant over the excessively low standard of the entrance examination at Belfast. In fact, so satisfied was he that he went a good deal out of his way to explain how nice it was to have an entrance examination for Queen's Collegians that real Universities would laugh at. 'So different from the examination of the University

of London,' he delightedly gives us to understand.

Mr. Price.—For entrance into the Faculty of Arts you have a matriculation examination: does it embrace all the subjects set forth in the curriculum?

Witness.—*Our matriculation examination differs materially from the matriculation examination in the University of London:* in the latter the students are required to have at matriculation an extensive knowledge of Chemistry, Hydrostatics, and other branches of Natural Philosophy, besides Latin and Greek and Mathematics; *our* matriculation embraces *a certain amount* of Latin and Greek, *the elements* of Euclid, *the elements* of Algebra, and *the elements* of English. *In this respect our matriculation examination is very judiciously chosen! !*

Vice-President Andrews would have owned that he had still greater reason for felicitation, if he had happened to remember that, in addition, the University of London requires at matriculation a sound knowledge of one modern continental language, the Queen's University 'very judiciously' dispensing with everything of the kind.

Having thus obtained at the very fountain heads a general knowledge of the 'judicious' line of conduct which the Colleges chose to pursue, I can now descend from the exalted allocutions of the collegiate chiefs, to gather still more interesting details

of practice from the lower level of the professorial staff.

My first witness, who will serve to introduce the remainder, is William Nesbitt, M.A., Professor of Greek in Queen's College, Galway.*

As anxious as either Mr. Berwick or Sir Robert Kane to turn out the best side of his 'University,' Professor Nesbitt also finds facts a little too strong; and the ingenuous avowal of his disinclination to imply 'anything very unfavourable to our own College,' with which he finally winds up, certainly does not at all detract from the piquancy of his admissions.

Chairman.—You are Professor of Greek?

Witness.—Yes, my lord.

Mr. Price.—You examine the students at matriculation in Greek?

Witness.—Yes.

Mr. Price.—Could you inform the Commissioners in what state of preparation the young men come to you; for an examination in Homer, Xenophon, or Lucian may mean much or little?

Witness.—The acquirements are much the same in all Universities; *perhaps lower here.* Both in Greek and Latin, you are aware the requirements everywhere are small. *The difference between this College and the older*

* This gentleman is at present Professor of Latin in Queen's College, Belfast.

Universities is, that we have not such very well trained men.

The last clause of this circumlocutory answer, it is plain, concedes everything. Let not the reader forget Professor Nesbitt's 'difference.' The previous assumption, however, of a parallelism with 'all Universities,' seems to have struck the Commissioner; and his next interrogation starts a difficulty which the Professor badly evades. He is now driven to confess the very limited nature of his acquaintance with *all* Universities, and has to take refuge in the usual course of abusing 'Trinity College, Dublin.'

Mr. Price.—But no person who could not read more than the Anabasis could get admission into Oxford now?

Witness.—I am not aware there is a matriculation examination there!!

Mr. Price.—It is collegiate; it is done by the College, not by the University?

Witness.—Mine has been the experience of Trinity College, Dublin; and *I only wish to guard the Commissioners against supposing that, when we say the acquirements of our students are small, we mean to imply anything very unfavourable to our own College.*

According to my plan of taking indifferently the evidence of the Queen's University staff throughout the three Colleges, my next witness will be John

Ryall, LL.D., Vice-President, Professor of Greek in Queen's College, Cork. His evidence includes a view of the state of both the Latin and Greek preparation of the candidates for matriculation, and a very brief extract will be amply sufficient.

Mr. Price.—I now beg to ask, judging of your standard of questions by the authors in which you examine at matriculation—in Greek, First Book of the Anabasis of Xenophon; in Latin, First Book of the Æneid of Virgil; in Latin Prose Composition, re-translation from English into Latin of short sentences from Cæsar's Gallic War, Book I.—*whether half the boys at Harrow do not know a great deal more than the students entering here?*

Witness.—YES.

So much for the Classics at the entrance examination of the Queen's University.

Quite in keeping with all this is the evidence of George L. Craik, A.M., Professor of History and English Literature in Queen's College, Belfast, upon the analogous proficiency in English which Mixed Education fosters in its candidates. The evidence of this witness, besides dealing with the Faculty of Arts, also throws a light upon the state of affairs in the Medical School of the University, which fully bears out what has been already said upon the purely nominal connection of the Professional portion of Mixed Education with Mixed

Education. The reader should have it in his mind, pending the full explanation of this subject which he will receive hereafter.

Chairman.—You are Professor of History and English Literature?

Witness.—Yes.

Sir T. N. Redington.—By whom is the matriculation examination conducted?

Witness.—There are certain parts of it assigned to each Professor.

Sir T. N. Redington.—So far as your department is concerned, I believe it merely involves a knowledge of the English Language and of the elements or outlines of Geography?

Witness.—A little Greek and Roman History, and English History too.

Sir T. N. Redington.—Have you had occasion to reject many candidates from the want of sufficient knowledge of the English Language?

Witness.—*My position as one of the matriculation examiners is a little peculiar. I could hardly insist on a student being rejected, however great his deficiency in my department.** *I do not consider it so material as Greek and Latin.*

Sir T. N. Redington.—Do you apply that observation

* This scandalous avowal will exemplify for Dr. Andrews another 'material difference' between the Queen's University and the University of London. As is well known, the University of London exacts a knowledge of *every* subject in its vastly more extensive course. Failure in one is failure in all.

to *all* the students presenting themselves for matriculation examination?

Witness.—Yes, in the form in which I have made it, namely, I *assume* that they have acquitted themselves in some of the more important branches.

Sir T. N. Redington.—But if the student proceed to Medicine, his knowledge of the English Language is not tested in any subsequent year?

Witness.—No.

Sir T. N. Redington.—A man may proceed through the whole course of this College, and obtain the Degree in Medicine without having any competent knowledge whatever of the English Language?

Witness.—If he was found very ignorant of the English Language, he should not be allowed to enter College at all, at least under a system of which any examination preliminary to admission makes part.

Sir T. N. Redington.—I understood your previous answer to convey that you considered your position as matriculation examiner as rather peculiar, and that you would not reject him for want of proficiency?

Witness.—Possibly I could hardly go the length of saying that if a person came entirely ignorant of the English Language I should pass him!!

This is a complete exemplification of 'strictness.' Provided a candidate passes in Latin and Greek, Professor Craik deposes that the examiner in English 'could hardly insist on his being rejected, however great his deficiency.' Now as the reader has already seen that next to no Latin and next

to no Greek are quite sufficient to pass a candidate in these subjects, and, as it now appears, passing in Latin and Greek gives a title to passing in English, the sum total of the attainments which in the whole literary portion of the matriculation examination are sufficient to ensure admission amounts to—I am sure I cannot tell what.

I have reserved till now a part of the evidence of Vice-President Ryall, which proves that it is by no means the English examiner alone whose position is 'a little peculiar.' No deficiency, it seems, in any department whatever is considered 'material.' It is certainly difficult to find a name for the practices described.

Mr. Price.—You conduct the matriculation examination in Greek?

Witness.—Yes.

Mr. Price.—Do you find practically that you have to reject many candidates?

Witness.—At least three or four are rejected at every matriculation examination. I do not reject—it is the Council who reject all that are rejected.

Mr. Price.—Is there a revision of your sentence by the Council?

Witness.—I reject in that one subject (Greek); but the candidate is examined in four subjects; and the Council, *according to their discretion,* which is guided by

the number of marks *and other causes*, decide on the reports of the Professors.

Mr. Price.—According to the system on which the matriculation examination is conducted here, *it is perfectly possible for an examiner in any distinct branch to report a man as a total failure, and yet that the Council shall admit him upon their own judgment, however arrived at?*

Witness.—PERFECTLY POSSIBLE; AND IT IS THE CONSTANT PRACTICE!!

There remains nothing but to know what preparation is required in Mathematics, to have complete information upon the whole of the little round of subjects which make up this notable matriculation. The evidence of Peter G. Tait, M.A., F.C.P.S., Professor of Mathematics in Queen's College, Belfast, supplies everything that is wanted upon this head.

Chairman.—You are Professor of Mathematics?

Witness.—I am.

Chairman.—Do you examine pupils at the matriculation examination?

Witness.—I do.

Chairman.—Can you state whether they come well prepared in that branch?

Witness.—I have to examine but a small portion of the students at the matriculation examination *in the very elements of Geometry and Algebra.*

Chairman.—Do you consider that they come less well

prepared than they ought to be under the circumstances of the country?

Witness.—I should say that the average standard is very much lower than ought to be expected.

Chairman.—Have you found it necessary to reject any large number of candidates?

Witness.—Not a large number; the reason of that being, I suppose, because the average standard has been somewhat reduced.

I might conclude here. The subjects of the matriculation have been completely traversed, and in not a single subject has anything fallen from the lips of any Professor to break the uniform dead level of unanimous self-accusation.

But I go farther, because the better the Queen's University is understood in its first stages, the easier it will be to understand it afterwards. I shall, accordingly, take up the subject of the modern languages, in order to show how entire and utter is the ignorance which the Queen's University welcomes to its halls, and to place beyond a cavil how completely this Queen's University has chosen to play the school, and to take their business, as far as it can, out of the hands of the schools of the country.

This is the evidence of Augustus Bensbach, M.D.,

Professor of Modern Languages in Queen's College, Galway.

Chairman.—You are Professor of Modern Languages?

Witness.—Yes.

Chairman.—What languages do you teach?

Witness.—I teach French and German.

Chairman.—How do you find the pupils prepared who come to College?

Witness.—*As to German, nil; as to French, very little; in fact so little, that I have to give elementary lectures in the French class and also in the German class.*

Next is the evidence of Matthias J. Frings, Ph.D., Professor of Modern Languages in Queen's College, Belfast.

Chairman.—You are Professor of Modern Languages?

Witness.—Yes.

Chairman.—The Commissioners will be happy to receive any observations you wish to address to them.

Witness.—I find a great difficulty in making the students work their way in Modern Languages, as they, generally speaking, come unprepared into this College. I would like very much, if it could be so arranged, that there should be a matriculation examination, *of ever so low a standard,* in one of the Modern Languages. That is the only suggestion I have to make.

Chairman.—*There is no matriculation examination in Modern Languages?*

Witness.—*No.*

Chairman.—Do you find that the great proportion of

the students who come up have not studied the Modern Languages?

Witness.—Very few of them ever saw a French word in their lives.

But I had better let President Berwick sum up for me upon the whole question in his own words. His thorough acquaintance with the 'very judicious' business carried on under the patronage of himself and his colleagues, gives his descriptions a pointedness and force which I could hardly hope to emulate. He has evidently viewed and reviewed the whole subject carefully, and is accordingly enabled to demonstrate in the clearest and most telling manner everything that at all requires to be demonstrated. These are the principal points to whose elucidation he devotes himself. *Firstly*, the University authorities were perfectly well aware of the preparation which ought to have been exacted from every candidate for matriculation, in order to have him derive any advantage from University studies. *Secondly*, the University authorities did not exact anything like that preparation. *Thirdly*, in consequence of these loose practices, the Professors of the University, instead of being Professors, had to be mere schoolmasters and even elementary teachers. *Fourthly*, and as a matter

of course, the University, *though conferring Degrees all the same*, was at best a mere school occupied with mere school education. I proceed to quote the portions of President Berwick's evidence in which he relates all these fine things.

Let me only premise by letting the reader into the secret of the reasons which moved President Berwick, like the rest of the collegiate gentlemen, to such open and hearty confession. Not contrition, it may be readily supposed, but something very different. *It was to try to get the Commissioners to recommend a 'simplification' of the Baccalaureate, corresponding to the 'simplification' of the matriculation, that the truth was so freely told about this latter.*

The Rev. Pooley S. Henry, D.D., President of Queen's College, Belfast, explained this to the Commissioners. '*What I desire to see*, AND WHAT THE COUNCIL DESIRE TO SEE, *is the number of our Degrees increased; because it will become very painful, if the present state of things continue, to have our assemblage in St. Patrick's Hall and to be able to present to the public no Degrees.*'

Surely the Commissioners would not refuse to alleviate so much present and prospective suffering, if the terrible urgency of the situation were once

fairly set before them. At least, it was to be hoped they would not. And so the wonderful spectacle came about of Presidents and Professors contending with one another who should throw the most light upon everything that Presidents and Professors had been wont most sedulously to keep in the shade. 'We are in an awful fix,' they intimate, in their confiding way, 'unless a Royal Commission out of its great charity does something for us. Only let the Commissioners listen, and they will see this themselves.'

The reader will see President Berwick actually volunteering testimony to this end against his University; not satisfied with answering what he has been asked, he must tell something more. This something more is the very something I want just here, though not for the purposes for which the President fondly intended it. It is the spontaneous admission of the first two charges I have distinguished above. (1.) *The University authorities knew what they ought to have done.* (2.) *They did not do what they ought.* The first question and answer of the extract will also exhibit how, for the sake of manufacturing his 'total failures' into graduates, President Berwick was perfectly prepared to cut down the curriculum to a third of its

original standard. He has had his wishes fulfilled since then—but more of this in another place.

Sir T. N. Redington.—Am I to understand that you are favourable to admitting candidates to the degree of A. B., *although they should not have that general education and information which the present course requires*?

President Berwick.—*The students only get a smattering in a great number of the subjects.* My opinion is, it would be better to require the student to know thoroughly *only one-third* of the subjects than to require from him such a knowledge as he can acquire at present.

Sir T. N. Redington.—Do you consider also that if all those subjects are required, the period is too short to enable the student to master them?

President Berwick.—It would require twice the period. *I should say that another reason for lightening the present curriculum is, that the students come to the College very badly prepared. . . .* I BELIEVE, *in order to master the present curriculum, the student should enter College a good classical scholar, well grounded in Greek and Latin, and have acquired a respectable knowledge of Mathematics.* THE FACT IS THIS, THEY COME WITH NOTHING THAT CAN BE CALLED CLASSICAL KNOWLEDGE; THEY KNOW NOTHING ABOUT CLASSICS, IN FACT, BUT THEY COME PREPARED IN MATHEMATICS TO A CERTAIN DEGREE!!

It is amusing to observe the air of resignation with which President Berwick avows the practices that had brought Mixed Education to such a pass. He has apparently got himself to believe it was all

fate, or something of that sort. 'The students *come*,' he says, 'knowing nothing,' and they must be let in of course. The University authorities had neither act nor part in the matter. The simple expedient of sending his 'smatterers' back to school until they were *fit* to come to the University, seems to have been a thing undreamed of in the philosophy of this President of a University College. I come now to point 3.

The President goes on to show how, in consequence of the sort of students who 'come,' the Professors are obliged not to be Professors at all.

Mr. Price.—You conceive the information the students acquire is what may be called *smattering*?

President Berwick.—*That is inevitable, because they have to begin with the rudiments* (!), and have got a curriculum which would take up the whole time of a man who came to College well prepared.

Mr. Price.—THEN THE SYSTEM, AS IT NOW WORKS, INVOLVES THIS PRACTICAL DRAG TO THE TEACHERS, THAT THEY ARE COMPELLED TO BE ELEMENTARY TEACHERS TO THE MASS OF STUDENTS?

President Berwick.—TO THE LARGE MAJORITY THEY ARE. ALMOST EVERY PROFESSOR IS EMBARRASSED WITH PUPILS OF EVERY DEGREE OF ATTAINMENT.

More fatalism. But let us hear the upshot of it all. The President is driven to confess, at last, that

the 'inevitable' consequence of all this 'elementary teaching' is to make the pretended University nothing but a school—the Commissioner is good enough to say, a high school. This turn of affairs, so different from any concession of the entreated simplification, embarrasses the President dreadfully. He evidently does not half like it; and the monosyllabic way in which he admits the premises he knows are going to destroy him makes his confession racy. He has finally to admit point 4.

Mr. Gibson.—Do you think that a University which would confer its Degrees for an amount of education which could be conferred in a high school, would be discharging its functions?

President Berwick.—No.

Mr. Gibson.—Do you not think it is the province of the Professor to be something more than a mere schoolmaster?

President Berwick.—Certainly.

Mr. Gibson.—And in every College which forms part of a University the necessary range of a Professor should be of a much higher order than that adopted in a mere high school?

President Berwick.—Yes.

Mr. Gibson.—*You have stated that the preparation of the students who present themselves for Matriculation is such, that if you regarded their fitness to enter on the present curriculum, you would be obliged to reject eight out of ten.* AM I, THEREFORE, TO INFER THAT THE COLLEGE, UNDER

PRESENT CIRCUMSTANCES, CAN DO LITTLE MORE THAN PERFORM THE PART OF A HIGH SCHOOL?

President Berwick.—THAT IS THE CASE WITH REGARD TO CLASSICAL SUBJECTS. ALTHOUGH WHAT I SAY ON THIS POINT IS PRINCIPALLY RESTRICTED TO THIS COLLEGE, I HAVE HEARD THAT THE STUDENTS COME VERY BADLY PREPARED IN CLASSICS TO ALL THE COLLEGES.

Though President Berwick, when completely cornered, now affects to understand the enquiry of the Commissioner as relating to the classical department alone — which it does not, — as he has himself just stated explicitly that 'almost *every* Professor' is an elementary teacher — the reader need not mind what he affects to understand.

It only remains to give the report of the Commissioners upon this disgraceful state of things. And assuredly never was there a lamer piece of circumlocution. It is true it could not help being condemnatory. But let any impartial observer say, is it what ought to have emanated from a responsible public body armed with judicial powers to be exercised in the interest of the public welfare? But I am forgetting that the Commissioners may have got their powers in quite another interest, and were bound to consult quite a different welfare. Here is what they say.

The Matriculation examination is the first point of contact between the College and the School, and the only point through which the action and reaction of each on the other are being constantly communicated. *This examination must, therefore, be always maintained at a high standard, as indicating the termination of School education and the starting-point of College studies.*

Nothing could, we conceive, be more injurious to the interests of education than a low standard of Matriculation examination as the preliminary qualification for College pursuits. We are of opinion with the late Sir William Hamilton that 'professorial prelections are no substitute for scholastic discipline,' and that the University loses its proper character when obliged (?) 'to stoop in order to supply the absence or the incompetency of the inferior seminaries.'

We therefore recommend that the Matriculation examination be maintained at the same standard as originally fixed by the Board of Colleges; and if any change be hereafter made therein, that the tendency of such should always be to elevate, and never to depress, the general standard of school education throughout the country.

In the first place, '*maintained*' was not the word that ought to have been used. The evidence showed that it was a *return* to the standard as originally fixed that was required at the very least. For the rest, this sort of half-apologetic sermonizing was not the way to deal with the Queen's Colleges. An institution so utterly lost to every sense of what

a University ought to be, was not to be nudged and whispered into honesty by this sort of harmless goody-goodyness. Deferentially insinuating allowances for the University's being '*obliged*' to do this and '*obliged*' to do that, was not the way to compel attention to what the Commissioners had to recommend. For what had 'obliged' the University to open its doors to 'smatterers,' 'total failures,' 'schoolboys more ignorant than half the schoolboys at Harrow?' The same cause that 'obliges' it still to the same disreputable course, *the determination to carry out a plan of education opposed to the feelings of the Catholics and even of the Protestants of Ireland*, the determination not to appear to have failed in its undertaking, the consequent determination at any rate to have units to count, since it cannot have scholars to finish—since the great Catholic schools of the country, the Clongowes Woods, the Tullabegs, the French Colleges, the Carlow Colleges, are still as unreconciled as ever—since the great Protestant schools of the country, the Portoras, the Dungannons, have still no notion of accepting the scholarships, forsooth, of the Queen's University, in lieu of the well-won prizes of Trinity College.

Though condemning the conduct of the Queen's

Colleges, the report of the Commissioners had left them their excuse, and the Queen's Colleges, as might have been expected, concluded there could be little danger in despising the report of the Commissioners. They have, accordingly, most thoroughly despised it.

The history of the matriculation examination since 1858 is very easy to tell. It is but the repetition of the history of the matriculation previous to 1858.

In Queen's College, Galway, for instance, it is still the case, as its President would say, that although the original plan was that the candidate might select any two books in the Greek language and any two in the Latin, 'he may now select but ne.' And similarly in the remaining couple of subjects. As for Queen's College, Cork, a glance at the report of the Cork President for the session ending on the 31st of March last, shows that the only standard of matriculation that has been minded or maintained at all is the very standard and *beau idéal* of all simplification itself. Let the Irish reader, let the English reader, judge of what has been achieved in this way by what I am about to tell him on the authority of that Presidential Report. *In Latin, mere translation of the first book of Cæsar's*

'*Gallic War*' *is sufficient to pass!* In Algebra, the whole course on which the candidate may be even examined is thus stated:—'*Explanation of the signs and meaning of an Index. Calculation of the values of Algebraical expressions when particular values are given to the letters which they involve.*' Why, Cork College Algebra is nearly as much Algebra as knowing the nine numerals would be knowing Arithmetic! With regard to the matriculation examination in Queen's College, Belfast, I believe I am equally right in stating that it has 'maintained' the position in which it was at the epoch of the Queen's Colleges Commission. The action of the Belfast President, in judging that it is better on the whole to omit entirely the subjects required for matriculation from his Presidential Report, precludes me from speaking more decidedly upon its merits.

Still more important, if that may be, for the light it throws upon the means used by mixed education in Ireland to disguise at any price its hopeless unsuccess, is the manner in which even those almost nominal courses of matriculation altogether vanish into the thinnest of thin air under the manipulation of the examiners. *It is a downright fact that, practically speaking, every assurance*

of preliminary preparation, even the slightest, is generally dispensed with, when the candidate comes actually face to face with his Professors about to be. If, in a rare case, the candidate really knows his business, so far as his entrance into the University goes, he has had his trouble for nothing. He might have taken matters quietly. There was little fear that the University would reject anybody. The Queen's Colleges cannot be sufficiently thankful for the condescending patronage of the most elementary pupils.

How often have I heard from really well-informed students, who now and then have entered Galway College, the laughable account of the sort of examination they were put through 'as a test of qualification!' The entire Greek matriculation of one friend of mine consisted in being asked to tell 'of what verb is τέτυμμαι the perfect passive?' The entire Greek examination of another, was 'What is the genitive case of ὁ ἀγαθὸς ἀνήρ?' The entire Latin examination of this latter consisted in his being asked to translate the three first lines of the first ode in the first book of Horace's 'Carmina.' The entire Latin examination of a third, similarly extensive, was prefaced in addition by the considerate enquiry, 'Where

would you wish to begin ?' Sometimes—when the examiner is in an unusually critical mood, I suppose —the Greek examination also comes to transcend the region of the Accidence, and such terrific tests of erudition as 'Translate ἔστησαν οἱ Ἕλληνες ?' are launched at the head of some rare unfortunate. These were the examinations, be it remembered, of men who were perfectly ready to stand a real examination. As for the case of the weaker brethren, I refrain from an exploration of that 'void profound.' It would be involving a ruinous expenditure of the reader's leisure to recount a tithe of the stories told about the tender care of the Colleges in tempering the breezes to their shorn lambs. As instances of the kind, I shall quote just one or two anecdotes, which I have been assured describe positive facts. At a recent matriculation examination the whole trying ordeal which one candidate had to endure in order to prove that his knowledge of Ancient History was up to the standard, is embodied in the following dialogue.

Examiner (*encouragingly*).—You think the Ancient Greeks were a great people, do you not?

Candidate (*hopefully*).—I do, sir.

Examiner (*approvingly*).—Right.—(*Inquiringly*) You do not intend to pursue Classics any further?

Candidate (*decidedly*).—No, sir.

Examiner (*quite satisfied*).—You are passed, sir. Good morning.

At the matriculation examination in October last, another student is stated to have passed in English upon answering half-a-dozen questions or so, of which these two are currently repeated as specimens :—'Name the capital of France.'—'Name the reigning sovereign of England.'

But let the reader forget everything else, and what I am about to tell him will establish beyond a doubt the purely illusory character of the entrance examination. *To repeat what I had occasion to state in a previous chapter, I positively assure the reader that of late years the total number of annual rejections has never exceeded more than one or two, and for the past couple of years, out of some sixty candidates on each occasion—by far the majority being of the very lowest attainments—I am not aware that there occurred even a single rejection in Arts, in Medicine, in Engineering, or in Law.*

This is my own personal experience of my own College. I cannot speak from personal experience of Belfast and Cork Colleges. However, I have never heard or seen anything to lead me to believe that the business in 'total failures' is a whit less

prosperous, north and south, than it used to be. As far as I can make out, it must be at least as easy to become a matriculated student at Belfast or Cork as at Galway. The inter-Collegiate competitions prove it. As a body, the Cork students in Arts are even much inferior to Galway students. Now and then there is an exception, but inferiority is the general rule. In Belfast College, again, though its Arts students double in numbers the Arts students of the other two Colleges together, the immense proportion of them are as entirely ignorant as the most ignorant pupils of either Cork or Galway.

The thorough consciousness of the University authorities, *in all the three Colleges*, of the gross laxity and deception of the proceedings to which they have committed themselves, appears very clearly from a ruse always had recourse to in reference to the matriculation statistics. *Not so much as a single word is ever to be found in any Presidential Report as to the number of candidates who have been unsuccessful.* Not the slightest hint is ever afforded to the public for arriving at any knowledge of the proportion of passed and rejected candidates. *The number of successful candidates alone is given.* I have not the shadow of a doubt that the reason of this reticence, so utterly at variance with the conduct

of the University of London, for instance, is simply that *the Presidents are afraid to let the public know how few are rejected.* It would never do to let the public know that the veriest 'failure,' the veriest 'smatterer,' need only present himself at the doors of the Queen's Colleges for the Queen's Colleges straightway to feel themselves 'obliged' to admit him. There are other ruses of our University Machiavellis, which the reader will be invited to admire by-and-by, but this one will suffice for the present.

A contemporary account by a Queen's University Professor of the Queen's University system will complete this chapter.

Within the past eighteen months Professor D'Arcy Wentworth Thompson, the Greek master in Queen's College, Galway, has given a succinct account of the whole nature and scope of his duties as a teacher of Queen's Collegians. This account occurs in 'Wayside Thoughts,' a series of lectures on education delivered by him in the United States, during the spring of 1868, before the Lowell Institute at Boston. The reader will see in it an accurate description of school education, and nothing but school education, commencing with the most elementary stages, and ending, as might be ex-

pected, at a stage no higher than *secondary*. Indeed, Professor Thompson explicitly compares the finished 'graduate' of the Queen's University at the close of his three years' curriculum, not with the finished graduate of any other University in the world, but merely with himself years and years before he became a graduate, and when he was only leaving school for the University of Cambridge.

'Once a priest, always a priest; once a schoolmaster, always a schoolmaster. Not so—*at least nominally*—with myself. *I have been kicked upstairs.* I have been one of the favoured few allowed to emerge from the routine duties and unworthy thraldom of scholastic life to the more congenial duties and almost perfect freedom of the life professorial. I have, furthermore, had the good fortune to be called to a chair in an University where the professoriate is in full (!), vital (!!), vivifying (!!!) action. *Have my duties been essentially altered? Not in the very slightest degree. I have been for the last three years fulfilling the identical duties performed for twelve previous years with my senior classes in Dunedin.*

Evidently Mr. Thompson thinks it extremely nice to be called a Professor in the Queen's University, for what the canny Dunedin folk called him only a schoolmaster. However, it would appear from his own words, that this pleasing effect of 'full, vital, vivifying action' rather as-

tonished himself until he got used to it. In proof of this, the reader will hear him describe his own sensations of agreeable surprise. His account of the development of his ideas upon the subject is marked at once by a gentle facetiousness and a charming candour, and I have much pleasure in reproducing it.

When first elected to my present chair, I had stereotyped in my mind an ideal character of a Professor. . . . I feared it would be requisite for me to give elaborate dissertations upon such unfamiliar and not very practical subjects as the 'Architecture of the Parthenon;' the 'Dikasteries of Athens;' the 'Sophists of Antiquity;' the 'Exports and Imports of Corinth;' the 'Greek Particles;' the 'Achæan League.' I considered it would be incumbent upon me, at least once in three years, to annotate a Greek play in Latin, to wrangle about microscopic trivialities, and to make facetiously scurrilous remarks in my foot-notes about all previous and contemporary annotators. . . . I WAS REASSURED TO FIND THAT THE CHAIR I WAS CALLED UPON TO FILL WAS JUST SUCH A CHAIR AS I HAD FILLED TO MY OWN COMFORT FOR TWELVE LONG YEARS. IN FACT, I WAS STILL, WHAT I AM TO THIS DAY—A SCHOOLMASTER.

Professor Thompson goes on to prove the thorough parallelism between his present 'professorial' and his past 'scholastic' experiences. No one will say that he underrates his capacity for

producing the greatest possible amount of improvement in the shortest possible space of time. He goes so far as to say that after *three* years under his tuition a Queen's University pupil knows if anything a little more than a pupil of any other school after *twelve* years under the tuition of anybody else. The reader will join in hoping that this may be the case, since one thing appears certain at any rate, that at the beginning of their three years the pupils of Mr. Thompson are in as elementary a condition as the pupils of anybody else at the beginning of their twelve.

The youths I had now under my charge were of the same age as those attending the two senior classes of my Dunedin school. The majority of them had been very poorly prepared. Their education only devolved partially on myself. They all attend classes in Mathematics, English, French, and German. . . . I had only three hours a week severally with my new pupils, and only some seventy hours a year; and yet, *strange to say*, I have for the last year been reading with pupils *who learned their elements with me not three years ago* entire books from the best Greek authors, with a facility of understanding on their part that I had never myself experienced *when, between nineteen and twenty, after twelve years* of almost exclusive classical instruction, I left*

* As a matter of course, I cannot explain the supernatural. I may mention, however, that it was not left to Professor Thompson to hit

St. Edward's for the University of Cambridge. . . . Many of my first year's students come to me almost utterly innocent of Greek. . . . For a few weeks they are engaged in mastering declensions and conjugations. . . . So soon as the accidence is tolerably well mastered, I begin to read some such easy work in vivâ voce translation as the 'Apology' of Plato. . . . By-and-by they will hear me read a book of Homer. . . . After a little while I exact, so far as I can exact, three carefully written exercises weekly (!). . . . I have been enabled to achieve what many will think impossible results. I have been enabled to read unbroken books of Homer to youths who, less than two years previously, were ignorant of the Greek characters; and to my second and third year students I have read in English from dialogue of Plato, tragic play, and Demosthenic oration as fast as I could coherently word the rendering; and I have been attentively, intelligently followed.

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upon the miraculous *efficacy* of the Queen's College curriculum as a triumphant answer to all profane cavils at its undeniable *brevity*. In the Minutes of Evidence before the Queen's College Commission, for instance, there is the following claim to mysterious powers put forward on the part of the University by *George J. Allman, LL.D., Professor of Mathematics in Queen's College, Galway*, which Professor Thompson must admit quite eclipses all he has got to propound on the subject. '*In point of fact*,' says Dr. Allman, '*the students in one year here, by close attention on lectures, get an education which is in many respects superior to that given in four years in any other University or College. I may state that I now refer to the University of Dublin.*' It may be reckoned not the least extraordinary feature of this extraordinary state of things, that the University of Dublin shows such slight symptoms of succumbing to so much 'superior' competition.

Nota Bene.—It thus appears that the students of Queen's College can, at least in their second and third year, follow Professor Thompson 'attentively, intelligently' *when he reads 'in English,'* even though he read as fast as he can 'coherently.' Why, pretty nearly as much might be said for their sisters. I would only observe with regard to such 'impossible results,' that had it been the *students*, 'that translated as fast as they could coherently word the rendering,' and the *professor* that 'intelligently followed,' most people would be a great deal more certain of the marvellous improvement of youths who were learning 'their elements' not three years back than seems likely to be the case from Professor Thompson's description. Professor Thompson no doubt does his best with the sort of pupils he gets, but it is very evident, even from his own performances on his own trumpet, that he finds it as difficult as the generality of mankind usually do to 'achieve' the 'impossible.'

Elsewhere in 'Wayside Thoughts' Professor Thompson says: '*During the last three years I have had in the management of an Alpha-Beta class one-fourth part of my professorial duties.*' It cannot be difficult to estimate the nature of the entrance examination which, 'during the last three years,'

admitted all these Alpha-Beta students. As an old student of the Queen's University said to a friend of mine a few days ago, 'It is no wonder the Queen's Colleges are what they are, when it is harder to become a sub-constable than a Queen's Collegian.'

But it is unnecessary to occupy the reader with any further evidence upon this branch of my subject. The simple fact is, that the Queen's University practically dispenses altogether with examinations at entrance. Just like any other school, it undertakes the charge of boys and the first steps in education. This is my conclusion. Convocation would express the same thing somewhat differently. 'So long,' they would say, 'as any University is represented in Parliament the claims of the Queen's University cannot be overlooked.' And then there would be mutual admiration and prolonged applause.

CHAPTER II.

AIRGHIOD SIOS.*

THE last chapter has explained the initial means employed by the Queen's Colleges in their quest for students, any sort of students that can be got at. The present chapter will relate another device, the complement of the foregoing.

It is evident that throwing open the doors ever so widely would be only doing the business by halves. There must be good things going inside for the asking, or what inducement would there be for crossing the threshold? The Queen's Colleges are above doing their business by halves. It only remains to learn the success of their hospitable advances.

Though I am not going to preach a sermon, I shall choose a text. And my text will be this admirable passage which I find in the evidence of the President of Cork College before the Queen's Colleges Commission. '*I take it*,' says Sir Robert

* The Irish for *money down*; pronounced *arighid sheess*.

Kane, '*that the fair measure of the rate of progress of our system of education is to be found not in the gross number of our students, but in the number of students in each year above the number that are in a manner paid. . . . The opinion entertained by the public as to our system of education is to be tested by the number of persons who avail themselves of that system without being paid for it.*' Nothing can be clearer than the manner in which Sir Robert Kane has stated the whole question for me. I am only sorry that his lucid intermission was so transient. He immediately superadds: 'Now, *if we deduct* from the number attending the College each year since its foundation *the number of scholars*, we shall find that the rate of increase of the remaining class, the independent students, has been very considerable!'

It is painful to speculate upon what must have passed for simple subtraction where the President of Cork College went to school.

One of his own Professors, Robert Harkness, F.R.S.L. and E., F.G.S., Professor of Mineralogy and Geology, and Curator of the Museum, also a witness before the Queen's Colleges Commission, will set him right in a moment.

'It has been alleged,' says Professor Harkness,

'that from the want of particular inducements you cannot get persons to carry out the Arts course. . . . *We have got inducements to carry out the Arts course, but these inducements have failed. I wish to show how they have failed.* In 1849–50, when the College opened, there were fifty matriculated Arts students and thirty-seven scholarships.* . . . In 1850–51, there were fifty-nine students and thirty-seven scholarships. . . . In 1851–52, fifty-five students and thirty-seven scholarships. . . . In 1852–53, forty-four students and thirty-seven scholarships. . . . In 1853–54, forty-nine students and thirty-seven scholarships. . . . In 1854–55, forty students and thirty-seven scholarships. . . . In 1855–56, sixty-two students and thirty-seven scholarships. . . . In 1856–57, forty-six students and thirty-seven scholarships. . . . *There have been, since the opening of the College, an average of about three scholarships for every four students.*'

It is difficult to conceive how public opinion

* In this and the following year Professor Harkness must be somewhat underrating the number of scholarships distributable. In the Letters Patent there is the following allocation of scholarships in each College:—That *forty-three* scholarships, of the value of 30*l.* each, shall be awarded, at the opening of the College for the session 1849–50, to students of the Faculty of Arts. That *forty-eight* scholarships, of the value of 24*l.* each, shall be awarded, at the commencement of the session 1850–51, to students of the Faculty of Arts.

could have shown itself more thoroughly unfavourable. Yet Sir Robert Kane says that 'the rate of increase' has been '*very* considerable!'

Next, applying the same test to Queen's College, Galway, the same result follows. Nobody could be got to go to Queen's College, Galway, either, without being 'in a manner paid.' As Professor Melville felt himself bound in conscience to tell the Commissioners, '*I must honestly state that if we had no scholarships and no exhibitions, we might as well shut our doors.*' President Berwick fully bears out this view of affairs. The students have decreased in number, he says, since the first session of the college, following upon a decrease in the number of scholarships, and there is no competition for scholarships. I quote his examination.

Sir T. N. Redington.—It would appear from a return in your Report for 1856, of the number of students attending the lectures of each Professor each year, since the opening of the College, that *there is a considerable diminution in the number of students attending the Greek and Latin classes, as well as Mathematics, English, and Modern Languages, as compared with the year* 1849-50?

Witness.—The first year there was a large number of scholarships given in the Faculty of Arts, which increased the attendance very much. I THINK THAT WAS THE CAUSE OF IT.

I think so too, and so I dare say will everybody else. It is very hard to disagree with President Berwick when he speaks out so plainly as this. Even when what may be called the presidential habit of taking mental distinctions and otherwise transforming facts by occult and forbidden means is strongest upon him, as in the following extract from his evidence upon the subject of competition for scholarships, we are seldom left without a tolerably broad inkling of how matters stand. Absence of competition ought to mean absence of numbers, and the President's nervous endeavour to prevent this obvious inference hardly militates against it for an instant.

Mr. Gibson.—What competition is there for the scholarships, and the senior scholarships particularly?

Witness.—The competition, *as regards numbers*, is not very great. The best man is generally known; but THERE ARE SOMETIMES TWO OR THREE CANDIDATES!!

Of course the President's 'best man' for each scholarship *must* have been 'generally known,' when there was generally only *one* man for each scholarship and when sometimes there were more scholarships than the total number of men. I give the exact statistics upon the number of Arts students and the number of Arts scholarships in

each session from the foundation of Queen's College, Galway, to the issue of the Queen's Colleges Commission.

And be it remembered that these statistics take no account of the number of exhibitions which were annually distributable, in addition to the scholarships, *whenever the statutory number of scholarships fell something below the number of students to be subsidized.* In the precise phrase of the College Regulations, 'The College is empowered to award exhibitions, varying in value from 10*l.* to 18*l.*, at the same examinations as the scholarships and to be held upon the same terms.' The senior exhibitions, I may state, range frequently as high as 25*l.* As for the 'terms' upon which the Council are prepared to grant exhibitions, I do not think I am far wrong in saying that there is a senior exhibition to correspond to every senior scholarship, and that there are two junior exhibitions to every five junior scholarships—that is, as I have said, if there happen to be more students than scholarships. Thus, for instance, when I was an undergraduate in the 'Literary Division of the Faculty of Arts,' the whole class amounted to *seven*, of whom *five* were scholars, and the remaining *two* of course were exhibitioners. I shall be happy to give

exact statistics upon the general subject of exhibitions whenever the University thinks well of furnishing me with data. Until that improbable event, I must confine myself more particularly to what stands recorded about the scholarships alone.

What stands recorded is something astonishing. In 1849–50, there were fifty-nine students and forty-three scholarships. In 1850–51, fifty students and forty-eight scholarships. In 1851–52, forty students and forty-five scholarships.* In 1852–53, thirty-nine students and thirty-seven scholarships. In 1853–54, forty-one students and thirty-seven scholarships. In 1854–55, forty-two students and thirty-seven scholarships. In 1855–56, forty-one students and thirty-seven scholarships. In 1856–57, forty-two students and thirty-seven scholarships. IN 1857–58, THIRTY-SIX STUDENTS AND THIRTY-SEVEN SCHOLARSHIPS!

And now let it not be said that the good times we used to read of in the story-books have departed, when rosy-cheeked apples gave themselves away at all corners for no pence to happy little boys, and the nicest of little pigs, ready roasted,

* In my note on the evidence of Professor Harkness, at a previous page of this chapter, I ought to have mentioned, that in the Letters Patent, this session 1851-52 was also exceptionably blest in the matter of 'inducements.'

ran about the streets with a knife and fork stuck in their crackling, crying out 'Who'll eat me, who'll eat me!'

It is sad to relate that an act of inconsiderateness, on the part of those from whom better things were expected, came near imperilling this blissful condition of affairs.

'*On comparing*,' the Royal Commissioners reported, '*the number of scholarships which have been founded in the Faculty of Arts with the number of students attending in the same Faculty in the Colleges, we are of opinion that it is desirable to diminish their number*.' The diminution they recommended was enough to strike pale horror and dismay throughout the length and breadth of the Mixed system. Instead of thirty-seven scholarships in each College, for the future there were to be only twenty-two. Such was the decree, and Professors and Presidents stood aghast at the unexpected calamity. Was this to be the result of so many tender confidences? Was it for this that so much trouble had been taken to explain how pounds sterling paid down on the nail could hardly secure a corresponding attendance of students? It was but small consolation to the afflicted bosoms of the University Body, that as a sort of makeweight the

Commissioners proposed that the monies accruing from the abolished places should be laid out in increasing the value of those that were to be retained. That was a makeweight by which none but the individual recipients of the increased scholarships could be expected to benefit. Meantime the attendance on the Colleges—that inestimable attendance—was to be cut down exactly as the number of disposable places was cut down. Still fewer students than ever at a higher figure than ever, this was the only meaning that could be attached to the inauspicious recommendation.

There were no two ways out of the difficulty. The unlucky proposal must be rejected at all hazards. Fortunately there could be small hazard in rejecting any proposal of the Royal Commissioners. Though the Marquis of Kildare, Sir Thomas Redington, and the rest of them might commit what might seem acts of thoughtlessness now and then, still they were by far too thoroughly good fellows at bottom to take seriously amiss anything the Queen's University might have a necessity for insisting upon. Since 1858, accordingly, precisely as before, the Queen's Colleges have continued to distribute their thirty-seven scholarships a-piece, *at least whenever they had students amongst*

whom to distribute them. They have even, since 1858, been sending round the hat for subsidiary benefactions, and the Peel Exhibitions, to the amount of 435*l.* annually throughout the Colleges, have latterly been added to all the other hundreds and thousands of pounds in default of which those curious institutions 'might as well shut their doors.'*

In spite of old scholarships and new exhibitions, the Queen's Colleges are still as deserted as they were in 1858.

To come to particulars, I can testify from my own experience that in Queen's College, Galway, an Arts student, neither Exhibitioner nor Scholar, has been always almost as rare a bird as a black swan or a dodo. I am certain I can count upon the fingers of one hand all the unpaid Artsmen whom I ever met during an experience of seven sessions. Indeed, the utter difficulty of lighting upon anything like an Arts student who had not some snug berth or other cut out for him, has been

* Within the past year, *another* scholarship, in Sanskrit (!), has been founded in Queen's College, Galway, by Dr. Geisler, the Professor of Modern Languages. The 'examination' took place a few weeks since. There was the usual alarming amount of 'competition,' one candidate for the one place. It only remains to state that what President Berwick would call 'the best man' got the scholarship.

a standing jest in the College as long as I can remember. When, for instance, there was any request to be made to the Council about a gymnasium, a ball court, a cricket ground, or the like, and *the entire Faculty* had subscribed their names to the petition, 'the Council will never think of refusing us,' it used to be said, 'when they see that *none but Honour men* have signed.' During this present session of 1869–70 I am given to understand there are not even enough of students to take the scholarships. As for the exhibitions, I believe a dozen of them are lying vacant.

The last published Report, the most amusing Report, of the President of Galway College goes a long way to confirm the evidence of my own ears and eyes, and, what is best of all, goes this long way in spite of itself. In the first place, the very judicious President jumbles up as carefully as possible the University students with the Professional students, a deplorable necessity which speaks volumes for the paucity of the former. The utmost that can be got out of him is a Return of the Number of Students attending the Lectures, not of each *Faculty*, but of each *Professor*. *By this contrivance, each student is counted as many times over as he attends Professors.* How many Professors

each student attends it is impossible, especially in the Faculty of Arts, to arrive at. *What is called the Arts curriculum possesses such little uniformity, there are so few common subjects of study among the Arts students, that no calculations based upon the numbers attending the different classes can be any certain index to the total numbers comprehended in the Faculty.* In the first year alone is there even nominal uniformity of study. The very pretence of general education stops with the second year. During the third year all is confusion. It is only necessary to attend *four* classes, and there are some *half-score* Professors to choose amongst. The combinations are accordingly quite endless. The Higher Mathematics would never resolve the maze of ambiguities which astute President Berwick has year after year constructed by way of informing the public of the condition of the Faculty of Arts. With all my intimate information upon the real posture of affairs, I cannot be the Œdipus to this Sphinx. The utmost I can do with the data behind which the President has ensconced his 'University,' is to compare together, as between different years, the returns of some classes as nearly as possible peculiar to the Faculty of Arts. The years I shall take will be the year

the College opened, the year of the Royal Commission, and the last year upon which the President gives class returns at all. The classes will be Greek, Latin, Mathematics, and English. In spite of the President's legerdemain, the comparison will show that Queen's College, Galway, is pretty nearly as much below its opening session as ever.

Session	Total Students in Greek	Total Students in Latin	Total Students in Mathematics	Total Students in English
1849–50	50	50	54	47
1857–58	21	21	34	20
1867–68	25	23	27	22

The President has not given even class returns for 1868–69, *although his report was issued at the end of* 1868–69.

President Berwick has one wonderful method of making ends meet. It is difficult to help admiring his fertility of resource. It may be doubted, in fact, whether the only result of the total failure of Queen's College, Galway, has not been, thanks to his skilful promptitude under the most trying circumstances, to spread abroad a very general belief of its complete success. At least, this ought to be the effect of the peculiar arithmetic by

which year after year the total number of students who have attended lectures in Queen's College, Galway, has been made to appear, except upon very close inspection, *treble the true total.* President Berwick, not satisfied with giving *the separate totals of students attending his College in each separate session* from its opening, ACTUALLY ADDS UP ALL THESE SEPARATE TOTALS, by way of giving the total number of students upon the whole period! President Berwick ought to think this a masterpiece of strategy. It was allowable, he perceived, to give the separate totals for each separate session, though, since each student remains at College three sessions on an average, he might warn us that in each sessional total there are included very many students from the preceding session, and many students from the session before the preceding. Did this give him his hint to go a step farther? He appears to have resolved to see how far the allowable might be improved upon. Accordingly, he adds up all the counted and recounted students of the different sessional totals, and presents the result to the public as the fair and true total, down to the present day. This simply means that, on an average, the President counts every student who has entered the College, from its opening, over and over as many times as

the student has attended sessions. Thus, for instance, as between Arts and Law I have attended seven collegiate sessions, I find myself, in consequence, quite unconsciously elevated to the dignity of *Seven Gentlemen at Once* in President Berwick's astonishing statistics. I shall literally extract the piece of addition I allude to. The reader will be judge of the probable reason of this ambiguous proceeding. I hesitate to intimate my own very strong opinion.

'Numbers of Students attending Lectures in Queen's College, Galway, in each Session from its opening.'

Session	Matriculated Students	Non-Matriculated Students	Total
1849–50	64	4	68
1850–51	60	3	63
1851–52	68	5	73
1852–53	73	2	75
1853–54	76	5	81
1854–55	69	16	85
1855–56	78	9	87
1856–57	88	8	96
1857–58	92	8	100
1858–59	113	9	122
1859–60	111	7	118
1860–61	141	3	144
1861–62	148	5	153
1862–63	161	4	165
1863–64	160	5	165
1864–65	157	12	169
1865–66	139	5	144
1866–67	133	2	135
1867–68	124	3	127
1868–69	141	5	129
Total .	2,199	120	2,319

What can have induced President Berwick to exhibit such a total as this? Did he intend that people should understand it, that the two Houses of the Legislature to whom his reports are annually presented should understand it, or did he not? Is it possible that he did not? And was he not fully aware that, instead of 2319 students, only some 952 students *in all* have in reality attended lectures in Queen's College, Galway, since its opening?

It certainly requires some calling of attention, some reflection, to remember that there cannot possibly have been many more students *attending* the College than *entered* it. Did President Berwick trust to the generality of people, in the absence of anything to call their attention, not making that reflection? That President Berwick's account of *students attending* should, *without a word of explanation, without a word of elucidation*, nearly treble the amount of *students entering*, is indeed very difficult to understand.

I am content that his own statistics of entrances should be his refutation.

'*Numbers of Students who have entered the Queen's College, Galway, in each year from its opening.*'

Session	Matriculated Students	Non-Matriculated Students	Total
1849–50	64	4	68
1850–51	23	3	26
1851–52	31	5	36
1852–53	21	2	23
1853–54	25	5	30
1854–55	26	15	41
1855–56	32	7	39
1856–57	35	8	43
1857–58	36	7	43
1858–59	44	4	48
1859–60	35	5	40
1860–61	59	1	60
1861–62	59	3	62
1862–63	60	4	64
1863–64	54	5	59
1864–65	58	12	70
1865–66	46	3	49
1866–67	42	2	44
1867–68	44	3	47
1868–69	56	4	60
Total .	850	102	952

Let the reader essay to reconcile these two statements:

Total number of *students entering* . . . 952
Total number of *students attending* . . . 2319 (!)

The late Mr. Malthus never contemplated the increase of population upon such a scale as this. It is to be hoped that in his next report the

President will be so good as to point out that 2319 means nothing more in reality than 952, that the apparent exaggeration was only intended to illustrate some ingenious uses of simple addition, or to give a fulness and finish to the returns, or to subserve some other innocent and ornamental purpose. Perhaps he had better give up altogether trying any experiments of this nature, and be content to drop 'total 2319' out of sight as quickly as ever he can. It will never do, President Berwick will himself admit, even in order to conceal the breakdown of Mixed Education, to continue to run the risk of being most gravely suspected of knowing very well what he was about when he made his unprecedented calculations.

But even when the reader has got to the bottom of 'total 2319,' he must not venture to think that he has got to the bottom of President Berwick's accounts. Such a supposition would be an insult to this arithmetical President. Even 'total 952' is no clue to how matters stand in the College. President Berwick takes care that all sorts and sizes of schools and faculties, Medicine, Law, Arts, Agriculture, Engineering, should contribute their quota to make up the collection. *In entrance*

returns, as in attendance returns and in class returns, it is simply impossible to get out of President Berwick the number of students in the Faculty of Arts. It is no use looking to him for any information about it. He will *not* see any distinction whatever between the Professional Schools and the University proper. This systematic suppression upon every occasion of *the* important fact in relation to Mixed Education *cannot have been accidental.* I am greatly afraid that the series of reports annually addressed 'to the Queen's Most Excellent Majesty' by the President of Queen's College, Galway, must be pronounced eminently unsatisfactory. WHY DOES PRESIDENT BERWICK NEVER GIVE THE NUMBER OF STUDENTS IN THE FACULTY OF ARTS?

It is time to speak of Cork and Belfast Colleges. And first with regard to Queen's College, Cork. Queen's Collegism would appear to be pretty nearly in as bad a condition by the banks of the Lee as it is possible to conceive. I learn this from the last published report of the Cork President. According to Sir Robert Kane, the total number of students attending Cork College during the year ending March 31 last, was 244. Of these—for Sir Robert Kane does not conde-

scend to the numerical tricks we have just noted—10 attended in the Faculty of Law, 34 in the Faculty of Engineering, 156 in the Faculty of Medicine, *and only* 44 *in the University proper.** Thus, out of a total of 244 students of all kinds, *little more than one-sixth* have anything more than a merely nominal connexion with Mixed Education *To all intents and purposes Cork College is a mere professional training school.* Considering that it is situated in the chief town of the wealthy and populous province of Munster, its failure to be anything better is still more decisive, if possible, against the mixed system than even the corresponding failure in Galway. As for the 44 students in the University proper, the statutory number of scholarships and exhibitions at the disposal of Cork College is quite sufficient to account for this trifling attendance. This failure is terrible. It is overwhelming. And no one, surely, can feel it more keenly than Sir Robert Kane. It was Sir Robert Kane, the reader will remember, who laid down that '*the opinion enter-*

* One Engineering, two Law, and five Medical students also took out some classes in the Faculty of Arts. The very limited nature of their Arts studies does not allow me, however, to reckon them as Arts students.

tained by the public as to our system of education is to be tested by the number of persons who avail themselves of that system without being paid for it.' It is to be hoped, now that he can no longer plead ignorance of what that opinion is, that he will at length learn to act in conformity with it.

In Belfast College alone does the number of University students seem to have exceeded the number that can be fully accounted for by the scholarships and exhibitions. On an average, over the twenty years since the opening of the College, the proportion of students to scholarships has been as high as three and four to one. However, *for one very simple reason*, I can hardly venture to count this comparative success to the credit of the *mixed* system. QUEEN'S COLLEGE, BELFAST, IS NOT A MIXED COLLEGE. IT IS A PURELY PROTESTANT COLLEGE, ONLY MORE CALVINISTIC THAN ANYTHING ELSE. Not only are its professors—in order, I presume,* to justify the

* 'Whereas one of our ministers, in whose capacity and paternal care we have entire confidence, has been appointed Dean of Residences, *and whereas the qualifications and character of the persons appointed in Queen's College, Belfast, for those classes which the students of this Church have been hitherto required to attend, are such as to justify this Assembly in accepting certificates and degrees from that College,* WE NOW PERMIT OUR STUDENTS TO ATTEND THE CLASSES IN THE QUEEN'S COLLEGE, BELFAST.'—*From Resolution of General Assembly*, 1849.

It is this permission of the General Assembly that has alone to be

General Assembly in accepting their certificates—Protestant to a man, but its students are Protestant also. To quote from the last published report of the Belfast President, there were no more than *sixteen* Catholics attending in all the 'Faculties' during the session 1867-68. During the same session the number of *Protestants* of various denominations was no less than 374! If I go back to the time of the Queen's Colleges Commission, I find that up to 1858, the total number of Catholics entering Belfast College was 27, out of a total of 452 en-

thanked for the comparative *numerical* success of the Faculty of Arts in Queen's College, Belfast, the majority of Arts students in that College having always been Presbyterian Divinity students qualifying themselves for their profession. An extract from the evidence of one of the Arts Professors at Belfast, *Charles MacDouall, A.M., Professor of Greek, a witness before the Queen's Colleges Commission,* explains this very clearly:—

'*Mr. Price.*—Do you find that *the bulk of your class* are gentlemen who are going on to Presbyterian Orders? *Professor MacDouall.*—Yes; not exactly that they have made up their minds to that, but they have it in contemplation. . . . Very generally they have that object in view.'

In fact, Queen's College, Belfast, is the Trinity College of Presbyterianism. Without the Divinity students it would be the most complete *numerical* failure. With them, it is only an *educational* failure, the mass of the Presbyterian Divinity students being everything the matriculation practices would lead the reader to expect. It is certainly unfortunate, when only thirty years ago Sir William Hamilton had to describe the churchmen of the Scottish Kirk as the 'least learned' national clergy in the world, that the Irish branch of that kirk should have had for the past twenty years no better means of improving their condition than the Queen's University in Ireland.

trances of all denominations! Remembering that the entire Protestant population of Ulster, of every shade and colour of religious dissent, amounts to less than half the total population of that province, these figures must summarily dispose of every pretence to exhibit Belfast College in any other light than as an uncatholic teaching institution, utterly repudiated by the Catholics, that is, by the majority of the people of the North.*

* While upon the subject of religious statistics, I may briefly remark that even in Cork College, wher it might be supposed Catholics would surely predominate, they are on the contrary in a decided minority. In 1867-68, for instance, the Catholic students of every description were but 111 in a total of 247; in 1868-69, they were but 97 in a total of 244. Sir Robert Kane gives no data for any other years, nor for the University proper by itself. As a matter of course, where there are only 44 Arts students altogether, the number of Catholics who, anything more than nominally, accept a Mixed Education must be very small indeed.

In Galway College, on the other hand, thanks to the mathematical genius of its President, the gratifying total of 1,195 *Catholics* is presented as having attended from 1849-50 to 1868-69. This total, indeed, like *nearly every* total of every president and *every* total of President Berwick, does not set out the number of merely professional students. Still it exhibits a measure of success a good many people may be surprised at. It is only on turning to the table of entrances and discovering that *but* 436 *Catholics* as much as *entered*, that we come to understand that 'total 1,195' must be set down in the same category with 'total 2,319.' President Berwick has been in fact following out his old cleverness. *He has been counting and re-counting every Catholic as many times over as the Catholic may have attended sessions.* Like theatrical armies, the collegians of Mr. Manager Berwick keep going off the stage and coming on again as long as ever it may be deemed necessary in order to convey the desirable impression as to 'the whole strength of the company.'

Even if I count the comparative success of this *exclusively sectarian* establishment as a success of *unsectarianism*—which, it will be admitted, is carrying indulgence pretty nearly to its widest latitude,—still this does not make up for the comprehensive and complete breakdown of the Queen's University generally. *Even including Belfast, the total number of students in the whole University, who have taken out the brief Arts curriculum of three years, is still in the most comical disproportion to the number of scholarships alone.*

I SAY NOTHING OF THE SWARMS OF EXHIBITIONS. These may be allowed to stand over to the credit of such students as have not even taken out the trifling curriculum of the University proper, but who merely dropped in on the Faculty of Arts for a year or so, and then went off to some profession or other.

I have carefully counted the total number of Arts graduates set down in the University lists. I had considerable pains in doing so. The same strategical confusion which the reader has seen pervading presidential reports, pervades the general calendar of the University. *There is no separation of the members of the University proper*

and the members of the Professional Schools. And students in Law, and students in Engineering, and students in Arts, and students in Medicine, and students in Agriculture are all so jumbled up together, according to the 'mixed system' in vogue, that one has patiently to go down page after page in order to pick out here and there a scattered two or three, or half-dozen, of the special sort required. By the time I had finished my troublesome search, I had fully recognised the sound common sense—we shall say nothing of any other quality—which had prompted the repetition upon a wider stage of President Berwick's manœuvres. *Among some* 4,000 *students of all kinds of callings and professions, less than* 700 *Arts graduates could be detected!* This was all that the Queen's University had to show, after twenty years' monopoly of a kingdom's education. Seven hundred Arts graduates after twenty years = an average of thirty-five Arts graduates in the whole University annually = an annual average of *less than a dozen* in each of the three colleges of the University. It is impossible to speak with sufficient respect of such a conspicuous attestation of popular support.

I shall next briefly recapitulate the enormous

amount that has been expended in direct payment of students since the foundation of the colleges. I shall first deal with the junior scholarships, those tenable by undergraduates. I shall treat of them in their chronological divisions.

(1) During the session 1849–50 there were forty-three junior scholarships, of the value of 30*l.* each, in each of the colleges=129 scholarships, of the aggregate value of 3,870*l.*, in the whole University.

(2) During the session 1850–51 there were forty-eight junior scholarships, of the value of 24*l.* each, in each of the colleges=144 scholarships, of the aggregate value of 3,456*l.*, in the whole University.

(3) During the session 1851–52 there were forty-five junior scholarships, of the value of 24*l.* each, in each of the colleges=135 junior scholarships, of the aggregate value of 3,240*l.*, in the whole University.

(4) During each of the seventeen sessions from 1851–52 to 1868–69 there were thirty junior scholarships, of the value of 24*l.* each, in each of the colleges=ninety junior scholarships, of the aggregate value of 2,160*l.*, in the whole University annually=1,530 junior scholarships, of the aggregate

value of 36,720*l.*, in the whole University, for the whole seventeen sessions since 1851–52.

And now to tabulate all these formidable items and add up concisely :—

Session	Junior Scholarships	Aggregate Money Value
		£
1849–50	129	3,870
1850–51	144	3,456
1851–52	135	3,240
1851–52 to 1868–69	1,530	36,720
Total . . .	1,938	47,286

It only remains to divide the *Forty-seven Thousand Two Hundred and Eighty-six* POUNDS among the *Seven Hundred* GRADUATES. Now, 47,286*l.* among 700 individuals, gives exactly, not minding infinitesimal fractions, the extremely handsome little dividend of 67*l.* 11*s.*, or two junior scholarships of the value of 24*l.* each, and a bonus of 19*l.* 11*s.* over, to each man. Happy, happy, happy Mixed Educationists ! Shall I ever be forgiven for interfering with the dispensation of so much sterling benefaction ?

But I must now add—what I have omitted in the above calculation—an account of the senior scholarships in Arts, those tenable by graduates. It is high time to speak of them. The scholar-

ships to graduates commenced to be payable after 1851–52, that is, as soon as there were graduates to pay. During each of the seventeen sessions since 1851–52 there have been distributed seven senior scholarships, of the value of 40*l.* each, in each of the colleges=twenty-one senior scholarships, of the value of 840*l.*, in the whole University annually=357 senior scholarships, of the aggregate value of 14,280*l.*, in the whole University, for the whole seventeen sessions since 1851–52.

There are besides prizes, both University and Collegiate, to be taken into account, as well as Peel Exhibitions.

The Collegiate Prizes are distributed after the sessional examinations, to the aggregate value of 100*l.* in each of the colleges annually=an aggregate of 6,000*l.* in the three colleges for the whole twenty sessions since 1849–50. The University Prizes are distributed after the Degree Examinations in Dublin Castle, and are usually conveyed to the 'honoured' recipient by the distinguished medium of the viceregal fingers. This 'valuable consideration,' however, can have no effect upon our matter of fact, practical, cash returns. In round numbers the University Prizes amount to

300*l.* annually = an aggregate of 5,100*l.* for the whole seventeen sessions since 1851–52, when Degree Examinations began. The first Peel Exhibitions were distributed in 1861–62. Their annual aggregate value is 435*l.* = a total aggregate value of 3,480*l.*, during the whole eight sessions since 1861–62.

Nor, of course, have I even yet stated the total expense incurred in the 'Mixed Education' of my seven hundred. Besides direct payments into the pockets of Arts students, there must be something else to be considered. There must be Arts professors for Arts students—ten in each college= thirty in the whole University. The salary of each professor is on an average 300*l.*: 300*l.* a piece annually to thirty professors is something excessively like an aggregate of 9,000*l.* annually. And 9,000*l* annually over twenty years is necessarily not a farthing less than 180,000*l.*

This is the place for a final act of simple addition, or I had better draw up a final table of means employed and results obtained. The thousands and thousands of pounds will be the means employed. The seven hundred graduates—may they live in story!—will be the results obtained.

Means Employed during Twenty Years.

	£
Junior scholarships	47,286
Senior scholarships	14,280
Collegiate Prizes	6,000
University Prizes	5,100
Peel Exhibitions	3,480
Payment of Professors	180,000
Total	256,146

Results Obtained during Twenty Years.

Graduates . . . . . 700!!!

Dividing finally the POUNDS among the GRADUATES, 256,146*l.* divided among 700 individuals, gives a dividend of 365*l.* 18*s.* per man! Every Queen's University graduate costs the country as many pounds as there are days in the year, with a handsome balance to be carried over for leap years!

Were I to add to my grand total the sums, 'not exceeding the sum of One Hundred Thousand Pounds in the whole,' paid out of the Consolidated Fund 'for purchasing or providing lands, tenements, and hereditaments, for the use of the Colleges, called the *Queen's Colleges* in *Ireland*, and for the necessary buildings, with the appurtenances thereof, and for establishing and furnishing the same,' it would appear that every Queen's University graduate has cost the country a good deal more.

It must be admitted upon all hands, that though the Right Honourable the Chancellor of the Exchequer has never a shilling to throw away upon such inconsiderable matters as Irish railways, Irish breakwaters, and similar trifles of merely national necessity, that Imperial functionary has at any rate been most unexceptionably liberal to Professor Thompson's Alpha-Beta classes. That the money has been so well expended, that not a penny ever went to further any wish of priests or people, that it was all laid out on the classes of an unnational and uncatholic institution, that it was all laid out in bolstering up a sham University, in lowering the standard of general education, in ruining the surrounding secondary schools, Protestant as well as Catholic; this, this, must serve to place the policy that has founded and maintained Mixed Education in Ireland among the most characteristic achievements of Imperial Legislation. It is to be feared that the taxpayers of the United Kingdoms, when they learn precisely how much their money has brought them, may come, sadly and soberly, to think that the enemies of Ultramontanism have made them pay a little too dear 'for their whistle.' *

* I have not thought it necessary to touch upon the amount of

attainments requisite for the obtaining of scholarships. Where *all* the Arts students are paid, and six out of ten of them, as President Berwick says, ought to be rejected instead of admitted, it is very easy to estimate the precise educational value of Queen's College scholarships. The results of the intercollegiate examinations will supply all the remaining information desirable on this head. But a story comes to me about a recent incident which may not be deemed irrelevant. The scene is a class-room in Queen's College, Galway. The actors are the Professor of Latin and the *Honour* Class of the first year.

Professor.—What Greek author is Sallust considered to have imitated?

First scholar looks puzzled and is silent. *Second scholar* looks puzzled and is silent. *Third scholar*, who evidently thinks he has hit it—Euripides, sir!!

CHAPTER III.

BIFURCATION AND LENIENCY.

By admitting candidates who are 'unprepared to enter,' who ought to have remained 'two or three years longer at school,' and by giving them scholarships all round, the Queen's University contrives to obtain a certain number—a mere handful, it is true—of what it calls undergraduates. It remains to be seen how graduates are manufactured out of these curious materials.

Graduates, the reader will understand, must be manufactured somehow. As that deliberative personage, the President of Queen's College, Belfast, after due 'reflection on a subject which will excite great interest both in Parliament and out of Parliament,' explained to the Commissioners:—

'*Public attention is fixed on our University, and the very fact of having so much publicity given to the annual meetings of the Senate in Dublin Castle,*

renders it very important that we should exhibit a good return as to the number of graduates.'

How to exhibit this good return, this was the difficulty.

Let me repeat a portion of the examination of President Berwick which the reader has already seen.

Mr. Price.—You conceive the information the students acquire is what may be called smattering?

Witness.—That is inevitable, because they have to begin with the rudiments, and have got a curriculum which would take up the whole time of a man who came to college well prepared.

Compassionate President Berwick thinks it very hard that a University curriculum should require men to come to college well prepared. He evidently differs very widely from the views advocated in that passage from the Catholic University Gazette which I have already quoted. He evidently thinks it very wrong that 'a man who comes to college' should be '*in a condition to profit by the course of study to which, on admission, he will be introduced.*' But then the Catholic University Gazette was only an organ of 'Ultramontane reaction,' while President Berwick felicitates himself that he is nothing of the kind.

Another brief extract from this President's examination, which the reader has not yet seen, will show the full extent of the difficulty in which their matriculation malpractices had involved the Queen's Colleges.

Mr. Price.—From the description you have given, *is it to be inferred that the majority of students who come here cannot expect the Degree, their education is so far behindhand?*

Witness.—They cannot!!

Here was a terrible predicament. President Henry says, We *must* have a good number of graduates, or what will the public think? President Berwick says, We *cannot* have a good number of graduates, because we admit our students so unprepared. Happily it might be calculated upon that the Queen's Colleges would be equal to the emergency. Institutions that could make 'total failures' *matriculate*, might be counted upon to make them *graduate* into the bargain. Where there was such a necessity for 'exhibiting,' it was a foregone conclusion that means would be found to 'exhibit.' For instance, one simple method of dealing with 'men' too far behindhand to be asked to master the *whole* of a curriculum, would obviously be to ask them only to master *a part* of it. Where

the majority of students could not expect a *real* degree, why not accommodate them with a *sham* one? The public were safe never to know the difference. How well the sham matriculation had worked, and the public never a bit the wiser. The thing was feasible, it was clear. *It was desirable, President Berwick himself confessed!*

Sir T. N. Redington.—Am I to understand that you are favourable to admitting candidates to the Degree of A.B., *although they should not have that general education and information which the present scheme requires?*

Witness.—My opinion is, *it would be better to require the student to know thoroughly only one-third of the subjects!!*

From desire to execution, in such necessitous circumstances, was but a step. In fact, it was but the completion of a step that had been already taken in part. Even while President Berwick was bemoaning in such a low-spirited sort of way the inability of the majority of the students to master the *whole* of the curriculum, he might have taken courage from the reflection that, as that whole was but a fragment of the curriculum originally contemplated on the establishment of the University, so it wanted but *de l'audace, encore de l'audace, et toujours de l'audace*, to shiver it down into smaller and smaller pieces as required.

The original curriculum for the B.A. Degree had contemplated that the student should not only attend lectures on certain subjects during his three years, and pass in these subjects at his sessional examinations, *but should answer in the whole of them also at his final examination.* The existing curriculum, while requiring the student to attend lectures on the same subjects as before, *did not require him to answer in all at his final examination.* It trusted to the certificates of the professors, granted at the sessional examination, as the security for the student's knowledge of *nearly one-half of the subjects.* We shall find it admitted further on that 'much stress' must not be laid on these certificates.

But, easy as the curriculum had been made, President Berwick and the collegiate authorities with him desired that it should be beaten down to yet a third. As a matter of fact, this desirable diminution was already effected as far as the colleges could effect it, *by two simple but efficacious processes.*

The one process was open and avowed. Sir Robert Kane, who never minces matters, will describe it in language worthy of the occasion. It is quite a mistake to suppose, he points out, that

anything like a uniform system of general education was required to be mastered either in Cork College or in Belfast and Galway Colleges. Quite the contrary was the universal rule. The students were permitted, were *paid* to educate themselves only partially. I quote from his evidence in reply to Sir Thomas Redington.

THERE IS RECOGNISED IN THE COLLEGES A BIFURCATION BY WHICH A STUDENT MAY PASS EITHER TO THE LITERARY SIDE OF THE COURSE, OR TO THE SCIENCE SIDE. *A student, for instance, on entering College may go in for Literary scholarship or Science scholarship; at the end of the First year he may decide whether, in the Second year, he will devote himself to the study of Languages or the study of Mathematics.* Now, I think, it would be OPPRESSIVE on the student, when the subordination of some classes of subjects, in order to concentrate himself (*sic*) upon others, is recognised by our Scholarship arrangements and by the curriculum, to require of him to show equal progress in all at the Degree.

Most oppressive to be sure. The sound commonsense of this appeal is unanswerable. Sir Robert Kane has a way of putting things which may be called inimitable.

There is a bifurcation recognised in the Colleges, he explains. When, for instance, a student comes to us, as my friend Berwick says, 'knowing no-

thing of Classics in fact,' we never think of asking him during the short three years he is with us to make up his Classics. That would be oppressive. It would never do for us to be oppressive. Perhaps the young gentleman knows a little mathematics. He may not. But if he does, it cannot be oppressive to give him a scholarship for his mathematics. We do this in the first year. We give him another scholarship in the second year. For mathematics, of course. It could not be for anything else, as we have held out no inducement to him to mind anything else. There is nothing oppressive in all this. But, after all our exertions to see the young Know Nothing over his course as free from all general education as possible, after paying him to neglect—subordinate, I mean—everything but his mathematics, to ask him to show equal progress in other studies also, in order to get his Degree—why, why, why, that would be positively OPPRESSIVE.

In other words, the Queen's University, instead of feeling itself bound to correct the imperfect information of the pupils whom it lures to its classes *years and years before they ought to have been called upon to leave their schoolmaster*, unscrupulously applies itself, on the contrary, to confirm them in

their imperfect condition by all the lavish means the public money places in its hands. It pays them to give up general education. Is it to be wondered at that they have given it up?

It is true that the roots of this breaking up of general education in the Faculty of Arts, into a Literary Division and a Science Division, are to be found in the Letters Patent constituting statutes for the Colleges. So far the College authorities may defend themselves by saying, if we are culpable, so were the founders of our institution. I am not going to gainsay that there may be some truth in this defence, if defence it can be called. It seems very undeniable that Peel's Folly was a folly all through. This point may be readily conceded to the Queen's University. The three Colleges are welcome to make what capital they can out of it. But I have this to observe. It is certainly true that when the Colleges were established, the Ultramarine Government of the day committed the blunder of creating the severance of Literary scholarships and Science scholarships, and of making that severance commence to operate from the very first year of undergraduate studies. Surely, though, the Government did not contemplate its application to the sort of undergraduate

studies that came to be exclusively patronised by the Queen's Colleges. They surely did not contemplate that the undergraduates of the Queen's University would be 'beginners at the rudiments,' 'elementary pupils,' 'smatterers,' 'total failures.' THEY CANNOT HAVE CONTEMPLATED THE SHAM MATRICULATION.

And yet I must acknowledge that one thing at least is certain. *The Queen's University has been maintained by as unscrupulous an exercise of force since* 1858 *as before* 1858. Unless, then, we are to suppose that the Commissioners were able to blink facts from their employers as well as from the public, it is very hard to absolve our Imperial Government from consciously enforcing upon the country, by every means in their power, what they must have known was about the worst possible system of education. Besides, people generally are not likely of their own accord to commit themselves to an extent certain to be very serious without some guarantee for being what is styled safe. And when the Queen's Colleges Commission could pluck up courage, after seeing what they had seen, 'to report with unqualified satisfaction of the educational progress of the colleges,' it is at least not an unreasonable suspicion to

surmise that *they had got some guarantee for being what is styled safe.* But this is a digression.

The evidence is actually voluminous which goes to show that nothing but the absence of all previous preparation, nothing but the sham matriculation, had so entirely unfitted the Queen's University undergraduates for mastering more than a portion of the general course.

Among a number of witnesses upon this head, I shall at present select only two—our old acquaintance President Berwick for one, and John O'Beirne Crowe, B.A., Professor of Celtic Languages in Queen's College, Galway, at the time of the Queen's Colleges Commission, for the other.

In answer to Mr. Gibson, President Berwick had to admit that improved preparation in Classics, Modern Languages, and so forth—*that is, in the ordinary round of school studies*—would remove the whole alleged difficulty of mastering the curriculum. As a matter of course, improved preparation involved something like a real matriculation. This was not the light in which the President wanted to have the question viewed. Accordingly the admissions which the queries of the Commissioner wring out of him are marked by all those monosyllabic characteristics which the

reader has already noticed as an entertaining feature of this witness's answers when he does not half like what he suspects his interrogator is driving at.

Mr. Gibson.—WITH IMPROVED PREPARATION, DO YOU NOT THINK, SO FAR AS CLASSICS ARE CONCERNED, the SUBSEQUENT COURSE OF THE STUDENTS WOULD BE VERY MUCH LIGHTENED?

Witness.—IT WOULD.

Mr. Gibson.—And their facility to comprehend with advantage the lectures of the Professors would be constantly increased?

Witness.—*Yes.*

Mr. Gibson.—The Professor would not require to be what he is now in many cases, *a mere schoolmaster*, teaching the rudiments instead of teaching the higher principles of criticism and language?

Witness.—The studies of the First and Second years would be much easier.

Evidently this last question of Mr. Gibson was enough to startle the President. But more is coming, which President Berwick does not escape by refusing as long as he can to see the point of the question at all.

Mr. Gibson.—I refer particularly to the Classical Professors, whose courses are now heavy and burthensome, *owing to the deficient elementary education of the student in the first instance;* but the Modern Languages,

which also form part of the curriculum, are also burthensome *for the same reason?*

Witness.—They enter into the First year! !

As if this was the answer to what he was asked! It was not even accurate. Modern Languages also entered into the examination at the University. Mr. Gibson, however, was not to be baulked either way. He both makes the President explain himself fully, and, more trying still, answer the original question.

Mr. Gibson.—Do they not also enter into the examination at the University?

Witness.—*Yes.*

Mr. Gibson.—A system of secondary schools would furnish the student before entering College with facilities for acquiring the Modern Languages; AND THIS ALSO WOULD CONTRIBUTE TO RELIEVE THE BURTHEN WHICH HE NOW HAS TO UNDERGO?

Witness.—IT WOULD.

Mr. Gibson.—What is your opinion as to the expediency, *in order to facilitate the subsequent course of the student,* of making Modern Languages part of the Matriculation Examination?

Witness.—I was myself, when we were drawing up the Ordinances,* very anxious that they should be

* Prior to the opening of the Colleges there was constituted by the Irish Government a Board consisting of the three Presidents and Vice-Presidents of the Queen's Colleges. That Board was termed the Board of Colleges; and the Ordinances drawn up by them, and

introduced into the Matriculation Examination, but I was overruled.

So even President Berwick could advocate once upon a time what ought to have been done. It must be said that 'overruling' has had a great effect on him. It has thrown him on quite a different tack. There was a time, he says, when he was in favour of a still higher matriculation than the Board of Colleges who drew up the Ordinances would admit of. He has come to favour a matriculation which is to the matriculation he once thought so lightly of pretty much as 0 to 100. He no longer thinks of facilitating the student's comprehension of the general course by requiring him to enter College even as well prepared as the original matriculation provided. He sees a new way out of the difficulty. 'My opinion'—that is, his *new* opinion—'is that it would be better to require the student to know thoroughly *only one-third* of the subjects!' As for attempting any longer the other alternative—imparting something like reality to the matriculation examination—that project has departed to the place of discarded intentions. A nominal matriculation and a one-third

approved by the Government, regulated both the curricula of Intra-collegiate education and University Examinations.

curriculum, this was his new specific. President Berwick has certainly veered about with a vengeance. He has since succeeded in carrying out a *one-ninth* curriculum. But I am forgetting that, as somebody observed of the Highlandman in the very big pair of breeches—converts are mostly enthusiasts.

The reader will be glad to exchange the evasive admissions and displays of fence of the last witness for the candid and sensible testimony of Professor O'Beirne Crowe, from whose examination I now proceed to quote. This gentleman, himself a distinguished graduate of the Queen's University, repels with indignation the necessity of going on bifurcating the curriculum down to the level of President Berwick's smatterers. 'Raise the standard of matriculation,' is his advice, 'and there will no longer be the shadow of an excuse for crying out against a course of complete education. Better have a few well-grounded scholars than any number of elementary pupils.' Here are his words. I ask the reader to ponder them well.

As the curriculum has been so much spoken of, *and as I had the opportunity of practically testing it, having studied in Queen's College, Belfast,* I may be permitted to make a few observations regarding it. During my

connexion with Belfast College, I attended private tuitions, and also the lectures of my class. *I never missed a year, and I obtained several distinctions with perfect ease. Therefore, in my humble opinion, the curriculum is not too severe. I never knew of a diligent student being plucked, either at College or at the Queen's University*; AND IF YOU LOWER THE STANDARD FOR THE DEGREE, YOU WILL JUST DO WHAT SOME OF THE BITTEREST ENEMIES OF THE COLLEGES WOULD BE VERY GLAD OF—REDUCE THE QUEEN'S COLLEGES TO IRISH GRAMMAR SCHOOLS. . . . My opinion is, if the standard of entrance was made equal to the standard of the First Year Scholarships, very few would be plucked for the Degree.

Mr. Price.—Where would you get the students in that case?

Witness.—If we cannot now, we will.

Mr. Gibson.—Your opinion is, that it would be better to wait until the standard of education is brought to a proportionate height with that of the College, than to lower the present standard for the sake of gaining a temporary advantage?

Witness.—That is my opinion.

Those answers—the answers of a witness who had been himself a student—ought to have dealt its deathblow to Bifurcation. All that was requisite to make the curriculum a matter for easy mastery, to obviate every excuse for the rejection of indispensable studies, was—what else could it be?—a real matriculation. A real matriculation,

as the reader has heard admitted upon all hands, would have disposed of every difficulty. And why not have a real matriculation? The reason is more than hinted at in the question of the Commissioner: *Where would you get the students in that case?* The University authorities had found it hard enough to get students in any case. As things stood, they had found even 'total failures' woefully hard to catch. And they very much doubted that the lapse of time would mend matters for them. THEY HAD FAR CLEARER IDEAS OF THEIR HOPELESS UNPOPULARITY THAN ANYBODY ELSE COULD HAVE. THEY KNEW THAT NOTHING WOULD EVER RECONCILE THEM TO THE NATION. Professor Crowe's views might be all very applicable to real universities. But to become a real university, to enforce a real matriculation, would be to strip the Queen's Colleges of even their 'total failures,' *and they were not going to give that triumph to the hated priests.* They could not afford to admit none but men *fit* for a general course. They could not afford, in consequence, to *teach* a general course. THEY COULD NOT GIVE A COMPLETE EDUCATION. *They were 'obliged' to bifurcate.*

The scholarship arrangements, the statutory

breaking up of the Faculty of Arts into a Literary Division and a Science Division, came pat to their hands for the sort of game they were bent upon playing, gave a sort of colour to their work that they gladly availed themselves of. Where the scholarship arrangements fell short of the frittering away into fragments and little bits, which the exigencies of their situation demanded, the University authorities hit upon another expedient, that was not open and avowed, but that was at once discreet and efficacious ; an expedient which nobody can say was contemplated in the statutes, which the University authorities can claim the whole credit of inventing themselves.

As Sir Robert Kane explained to the Commissioners: 'We have three classes of College Examinations. We have, in the first instance, at entrance, the Matriculation Examination determined by the College Council.' The reader has nothing more to learn about this class since a chapter back. 'Then we have Scholarship Examinations decided by the College Council.' The reader has just seen the use the College Council make of these examinations also. '*There is then a third class of examinations, which take place at the termination of the session, and at which prizes*

are awarded. These examinations are held by individual Professors, each Professor examining his own class.' It will now be seen that the 'individual Professors' are quite as wide-awake to all available opportunities of making things easy for their extraordinary collegians as the Professors in Council.

It is true that these sessional examinations are in theory, as the matriculation examinations are in theory, compulsory upon every student who wishes to gain credit for his year. Including in the aggregate much that belongs both to the Literary and Science Divisions of the Faculty of Arts, they thus afford, to the eye at least, a certain guarantee that the student has been educated during the preceding year in studies of a more or less thorough description, that some agency is in operation to counteract the specializing tendencies of the Scholarship arrangements. In the words of the Vice-President of Belfast College, 'We require the students to pass an examination at the end of each session in the subjects they have been studying.' The Vice-President adds, indeed, 'The amount of knowledge required is not very great.' Still that there should be any examinations which in the aggregate approach the character

of a thorough examination, would be a thing to be hailed with pleasure. It would, as far as it extended, be a bar to the system of neglecting the curriculum in order to make up a few subjects more or less well. *If strictly carried out*, it would have prevented the frittering process altogether. One short extract from the examination of Richard B. Bagley, M.A., Professor of Latin in Queen's College, Galway, significantly explains *how far it was allowed to be carried out.* As having been himself a Queen's Collegian, and, besides Mr. Crowe, almost the only Queen's Collegian the Government ever ventured to appoint to a chair in the Colleges, this witness must have been enabled to speak with the experience of a student and examiner combined.

Mr. Price.—YOU DO NOT APPEAR TO LAY MUCH STRESS ON THE CERTIFICATES OF THE PROFESSORS,* WHICH ARE

* It would appear that the necessity of not laying 'much stress' on Professorial certificates in the Queen's University ought not to be confined to the Faculty of Arts. At least, the following observations, which I quote from the leading organ of medical opinion in Great Britain, would seem to say as much.

'Things certainly appear to be curiously managed in Ireland. The story of the German constructing the camel out of the depths of his moral consciousness has grown threadbare; but something very parallel to it is said to exist at Queen's College, Galway. . . . It is said to be notorious among the students of medicine of Queen's College, that clinical instruction amounts to a farce. . . . *Certificates have, we presume, been given from time to time by the Professors and*

RETURNED TO THE UNIVERSITY, THAT THE SUBJECTS ARE FAIRLY STUDIED?

Witness.—MY IMPRESSION IS, THAT IN MOST CASES WHERE A MAN HAD BEEN STUDYING VERY HARD AT OTHER SUBJECTS, THE PROFESSORS WOULD BE DISPOSED TO DEAL VERY LENIENTLY WITH HIM!!

So much for the last security for General Education. The students were *admitted* without general education. They were *paid* to neglect general education. They were, the reader now perceives, *certified* to have received a general education, in order that they might with the greater facility completely neglect it.

Such was the programme of Queen's University instruction as it stood up to 1858. Such was the combined efficacy of Bifurcation and Leniency.

The Royal Commissioners found it impossible to overlook these curious practices. Every step they advanced, indeed, they found the task of whitewashing the Queen's Colleges more and more difficult. They had already seen enough to make even Royal Commissioners wellnigh despair of being able to put a smooth face upon matters.

received by the various Examining Boards. . . . If the alleged statements are true, it is clear that a system of fraud is being, or has been, perpetrated on the public, the students, and the Examining Boards alike.'—*The Lancet, December* 18, 1869.

They had been already under the painful necessity of condemning the whole system of entrance examinations. And now they had no alternative again but to pour forth the vials of their gentle resentment upon everything that remained in the Colleges in the guise of examinations.

Here is what they had to report upon the Scholarship arrangements in each college.

With regard to the JUNIOR SCHOLARSHIPS *there is a division in the subjects in which each year's scholarships are awarded.* . . BY THIS ARRANGEMENT THE CANDIDATE FOR A SCIENCE SCHOLARSHIP IS TEMPTED TO NEGLECT THE GENERAL STUDIES IN ORDER TO DEVOTE HIMSELF EXCLUSIVELY TO MATHEMATICS, AND THE LITERARY STUDENT IS SUBJECTED TO A SIMILAR PRESSURE. . . . *With regard to the* SENIOR SCHOLARSHIPS, *we do not consider the present arrangements respecting them satisfactory.* . . . THEY ARE, AS NOW CONSTITUTED, TOO SPECIAL IN THEIR CHARACTER.

The Commissioners next proceed to report upon the amount of reliance that could be placed in the certificates granted at the sessional examinations. The condemnation they express completes the exposure of the practices I am describing.

As has been already explained, the Queen's University *trusts* to the Councils of the several Colleges to ascertain the proficiency of the students in nearly one-half of the

subjects required to be studied by those proceeding to a Degree. *We think, and the evidence will show not without reason, that this arrangement is liable to abuse.* IF ANY STUDENT DEVOTE HIMSELF SPECIALLY TO GREEK AND LATIN, FOR EXAMPLE, THERE IS PRESENTED TO THE AUTHORITIES OF HIS COLLEGE A CONSTANT TEMPTATION TO EXCUSE HIS INATTENTION TO THE GENERAL COURSE, IN ORDER THAT HE MAY THEREBY, AT THE UNIVERSITY, WIN HONOURS FOR HIMSELF AND CREDIT FOR HIS COLLEGE! !

This is not the place to relate the changes the Commissioners proposed to substitute for the condemned systems. Neither is it called for here to speculate upon the good that might have accrued had their recommendations been minded. I have only to tell what actually took place. I am only giving an account of the actual facts of Mixed Education in Ireland. And in fulfilment of that undertaking, I have only to state that, as in the case of the matriculation, so in the present cases, the authorities of the Queen's Colleges have thoroughly despised the recommendations of the Commissioners. They were enabled to do so through the wretched shuffling of the Commissioners themselves. After condemning in detail, as we have seen, every part and parcel of Queen's College Education, the Commissioners in conclusion declared themselves 'able to report with unquali-

fied satisfaction of the educational progress of the Colleges!' And the Colleges took them at their word. That which could cause 'unqualified satisfaction' clearly stood in no need of being changed.

Not a single emendation has been made, not even the very slightest. On every point on which the Commissioners had to express their disapprobation, the Regulations of the three Colleges continue as absolutely unaltered as if no such disapprobation had ever been expressed. Sir Robert Kane could still expatiate on Bifurcation. A new Queen's Colleges Commission would be able to report anew that, 'the candidates for scholarships are tempted to neglect the general studies.' Professorial 'leniency' is as diligently exercised as ever.

Nor is this all. Not only have no emendations taken place, but things have grown worse, beyond all comparison worse. Two causes, in 1858 as yet dormant, have since that date come into active and destructive operation.

'Leniency' has found a new sphere for its usefulness in the lately appointed First University Examination.

That indirect control which the University, by the curriculum it prescribed for its Degree, in

1858 still exercised—as many a Presidential and Professorial complaint bears witness—over the courses of studies in the Colleges is no longer exercised. It can be no longer exercised. *Since* 1858, *the University Curriculum has come down to the level of the courses in the Colleges.* To scholarship 'arrangements' and sessional 'arrangements,' there is now a Baccalaureate 'arranged' to correspond. Since 1858 the very ghost of 'oppression' has been laid. Not even Sir Robert Kane can now have a thing to complain about, except, indeed, that, so long at least as places like Oxford and Cambridge are allowed to send members to Parliament, 'the claims of an institution like the Queen's University' ought not to have been 'overlooked.'

The full explanation of these matters will form the subject of the next and the succeeding chapters. Until the reader has mastered them, it will be impossible—much as he has already seen to show him that real education can have little existence in the Queen's University—that he should be able to form any adequate conception of its entire and absolute nonentity.

CHAPTER IV.

A FIRST UNIVERSITY EXAMINATION IN ARTS.

THE First University Examination in Arts takes place at the commencement of the third year of undergraduate studies. This used not to be the case. Up to the time of the Queen's Colleges Commission, it formed an immediate integral part of the Degree Examination, and was held accordingly, not at the commencement, but at the conclusion of the third year.

This arrangement is alluded to in the following evidence of Vice-President Andrews:—

> For the Degree Examination in the University, the student is required to know *a certain number of subjects imperatively*, and there are three additional groups of subjects, any one of which he is at liberty to choose.

The next chapter will inform the reader of the fate of these optional groups. My present task is to explain, in the first place, why the examination in the imperative group was shifted forward a whole twelvemonth.

One obvious result of such a shifting forward would be to excuse the students from keeping up their knowledge of the subjects in this group a whole twelvemonth less than formerly. So far the curriculum of three years would be reduced to a curriculum of two. This extensive simplification, nobody will be surprised to learn, was one of the very reasons why the change was advocated by the University teaching-staff. That the same reason should have been recognised by the Commissioners, in recommending the change, is more deserving of remark. This appears, however, from their own report:—

> With the view of lightening the burden on the student, *who is now obliged to keep up his knowledge in the compulsory as well as the optional group to the end of the Third Year*, it has been suggested that *a final Examination* should take place in some of the subjects by University Examiners at some period *before the conclusion of the course*. We are of opinion that *after the Second Year* there should be *an examination in all subjects studied in the first two years*, and that it should be *final as regards all not included in the group selected by the student for the A. B. Examination.*

Still more noteworthy is it that the Commissioners seem to have been fully aware of the grave danger to education involved in such a practical

reduction of the curriculum. These are their words:—

> An objection may undoubtedly be made that *there is no security under this plan that the graduate, at the time of obtaining his Degree, is still a proficient in those subjects a knowledge of which is required by the University*, and that possibly the knowledge he may have acquired on these subjects had not been of a solid or lasting character.

An objection of this kind, an objection that was so evidently clearly understood, might have been expected to carry more weight. Anticipating in the case before us the regular period of *final* examination must, to say the least, *diminish* the security that the Graduate, at the time of obtaining his Degree, has not allowed his knowledge of a portion of his studies to fall into disuse. The case is different where the curriculum of studies, year after year, however progressive in degree, is still uniform in *kind*. The student who follows a progressive course in the same subjects, year after year, cannot be said to be exposed to the danger of letting any portion of his knowledge fall into disuse by being examined,—say after the second year, in as much of these subjects as he may have read up to that date. He has yet to pursue the same subjects in their higher stages during the re-

maining period of his course. He cannot accordingly afford to forget what he has already learned, since upon what he has already learned all that he has yet to learn necessarily depends. Thus a previous examination under such circumstances may be, in fact, the very best means of preparing him for future progress by strongly impressing upon his mind the information which his whole subsequent studies will imply.

But whatever recommendations the practice of holding anticipatory examinations may have in the case I have just mentioned, such reasons must, it is evident, exactly cease to hold according as the curriculum is *not* uniform in kind,—is *not* progressive in degree. Where the anticipatory examination is an examination once for all, where it is 'final,' as regards the subjects with which it deals, where the future studies of the student do not imply the studies he has left behind him, where they may be altogether independent, and, so to speak, irrelevant; in this case there is a real reduction of the standard of proficiency, and a real danger that at graduation the student may no longer possess the knowledge of twelvemonths or two years ago. This objection applies even where an anticipatory examination of this kind

is thoroughly honest and searching. What objection does not apply where such an examination is, to a great extent, a falsehood and a farce?

The Commissioners, however, had condemned so many 'simplifications' of the Queen's Colleges, that perhaps they felt themselves under an obligation to do them a favour this once. Not that they were without misgivings, still in the very moment of assent. On the contrary, the expectations they put forward to justify their proceeding, very thinly indeed veil their uneasiness.

> We do not consider the objections should be fatal. . . *It is to be hoped that the improvement of education in the subordinate schools, by sending up more highly-educated students to the Colleges, will lay a better foundation for subsequent study, and make the instruction received in the first two years more lasting.*

This is really rich. As if it depended on the school and not on the University, to fix the amount of education which boys should take with them into college. The reader has seen how far the Queen's Colleges have *permitted* the subordinate schools to improve. He is therefore in a position to judge exactly to what extent that 'better foundation' can have been laid which was to a certain extent to neutralise the evil inherent

even in *strict* examinations of the kind proposed. As a matter of fact, the mischief does not stop here.

Like the examination in 'the imperative group' set down for matriculation, the examination in 'the imperative group' set down for the first University examination is not only limited in ostensible amount, but a thorough sham in actual practice. Not quite such a sham as the matriculation examination, since, after all, there is not quite so much necessity for helping 'total failures' *out of* the University, as for helping them *into* it. It would doubtless be 'very painful,' as President Henry says, 'to have our annual meetings in Dublin Castle, and be able to present to the public no *degrees*.' But this 'painfulness' would be nothing to that of having our annual sessions in the three Colleges and being able to present to the public no *students*. Even though a student be not made a graduate, the odds are he will remain an undergraduate, and so continue to afford triumphant evidence of 'the deep attachment of the Irish Laity to Mixed Education'* The First University Examination is, accordingly, quite a serious affair

* The reader will perceive further on that the immense bulk of rejections take place in Belfast College.

compared to the First Collegiate Examination. How serious I am about to tell.

To follow the University regulations, the curriculum for the First University Examination in Arts includes—

1. The Greek and Latin Languages.
2. A Modern Continental Language.
3. Mathematics.
4. Physics.
5. Formal Logic.

Formal Logic, it must be observed, is not a compulsory subject, unless a candidate is ambitious to pass 'with honours.' There are thus only four compulsory subjects. So far the *First B. A. Examination* of the Queen's University falls considerably behind the *Matriculation Examination* of the University of London, at least in number of subjects, the latter examination including—

1. The Greek and Latin Languages.
2. A Modern Continental Language.
3. Mathematics.
4. Physics.
5. Chemistry.
6. English History, English Language, and Modern Geography.

Candidates for the University of London, it must also be observed, *are not allowed any option whatever*, but must show 'a competent knowledge in each of the subjects.' *

On the other hand, since the First B.A. Examination of the Queen's University, though dealing with fewer branches, is at the same time on the whole more ostensibly thorough within its limited range, perhaps the additional subjects of the University of London matriculation no more than counterbalance this circumstance.

It may, accordingly, be even granted that on the whole the First B.A. Examination of the Queen's University is not at all inferior to the Matriculation Examination of the University of London. So far the Queen's Collegian who has passed his First B.A. Examination and has only another session to go before proceeding for the Second, may plume himself on standing, to a certain extent, upon the same level with the student of the University of London at the very commencement of his academical career. This is flattering to Mixed Education in Ireland. It means, *cæteris paribus*, that the Full Degree of the Queen's University actually represents a stage of progress which every student of

* University of London Regulations.

London University has attained by the time he has concluded his first year. Unfortunately, I cannot concede even this point, and for a double reason. It assumes, in the first place, that the First B.A. Examination of the Queen's University really is what it appears to be; and in the second place, that the Second B. A. Examination is a real progress on the first.

How false the latter assumption would be, will fully appear from the next chapter. The falsity of the first assumption will appear from this.

President Berwick has taught us, the reader will remember, that still more than by their 'extent' Queen's University Examinations must be measured by their 'strictness.' I hasten, accordingly, to lay before the public the very latest details of the 'strictness' of the First B.A. Examination in the Queen's University in Ireland.

In carrying out this purpose, I make but a single alteration on the official reports. *I withhold the names of the candidates.* And why? For reasons of the purest Benthamism. The obligation of consulting the happiness of the majority must not be trifled with in the nineteenth century. And when *only one candidate in the whole University gets more than half-marks, while the immense proportion*

get nothing like quarter-marks, there can be very little doubt as to what the majority would like. At least it is probable they may feel themselves 'born to blush unseen.'

Fortunately, each candidate has a number as well as a name. This will at once obviate every difficulty. I shall give the number, and nobody need ever know the name. I do this with the greater pleasure, because while a candidate's name is of little importance to any but himself, his number, as the reader will shortly perceive, may turn out to be something very important indeed. With this preamble I proceed to quote—

'*First University Examination in Arts, for the Session* 1869–70.'

MARKS OBTAINABLE, 124.

HONOUR DIVISION.

	Candidates	Colleges	Marks actually obtained
	No.		
1	22	*Galway*	75
2	9	*Galway*	62
3	39	Belfast	62
4	38	Belfast	57
5	40	Belfast	57
6	15	Belfast	38
7	20	Belfast	38
8	29	Cork	38
9	41	*Galway*	37
10	53	Belfast	35
11	56	*Galway*	34

HONOUR DIVISION—*continued.*

	Candidates	Colleges	Marks actually obtained
	No.		
12	12	Belfast	28
13	1	Belfast	28
14	13	*Galway*	27
15	58	Belfast	24
16	61	Cork	24
17	3	Belfast	21
18	59	Belfast	20
19	16	Cork	17 !
20	8	Belfast	15 ! !
21	52	Belfast	15 ! !

PASS DIVISION.

	Candidates	Colleges	Marks actually obtained
	No.		
1	2	Cork	
2	5	Cork	Marks
3	6	Belfast	actually
4	10	Cork	obtained,
5	18	Belfast	*not given*
6	19	*Galway*	in the
7	21	Belfast	Pass
8	24	Cork	Division.
9	27	Belfast	
10	31	Belfast	
11	36	Belfast	
12	47	Belfast	
13	48	*Galway*	
14	48	Belfast	
15	49	Belfast	
16	55	Cork	
17	57	Belfast	
18	62	Belfast	
19	66	Belfast	
20	82	Cork	

'Honours' awarded for fifteen marks out of 124! Twenty candidates passing without even such 'honours!' Only forty-one candidates passing at all throughout the three Colleges!

Wonderful! Wonderful!! Thrice wonderful!!! Certainly, as Sir Robert Kane assured Convocation, it was 'the clear and strong opinion of the leading ministers and members' of the Legislature, 'So long as *any* University is represented in Parliament the claims of the Queen's University cannot be overlooked.'*

But I must not summarise too hastily. There is still more to be said for Mixed Education in Ireland.

The reader observes, for instance, a certain 'No. 82' in the foregoing list. Now will anyone say that this 'No. 82' conveys nothing else than that its individual owner, *fortunatus nimium*, has passed the First B.A. Examination of the Queen's University? By no means. There is a great deal

* The reader must not suppose that there is anything exceptional in the case I have selected. In 1868–69, for instance, 'Honours' were awarded for *fourteen* marks out of 124. I have only to add that the scholarships, awarded at the commencement of the second session, are tenable for the third session also *on condition of passing with or without honours the First University Examination in Arts!* The Queen's Colleges must feel they come by their money very easily when they can afford to throw it away so freely. But then 'if we had no scholarships and no exhibitions we might as well shut the doors.'

more in 'No. 82' than all that comes to. 'No. 82' presupposes a 'No. 81' and a 'No. 80,' and so on, as surely as to-day presupposes yesterday and the day before that again. What are we to conclude from this? It is that at least as many candidates as passed have been rejected. It is that at least as many candidates as passed *were unable to make fifteen marks out of* 124, nay were unable to make even the nameless amount which twenty of the successful candidates have made. And all these were matriculated students! All these were Queen's Collegians who had completed their second year, who had passed the ordeals of two sessional examinations, and run the gauntlet of goodness knows how many 'strict' professors! Decidedly the Queen's University improves upon acquaintance.

Nor is this all that the statistics I have quoted prove. Let the reader observe that *the first candidate upon the list*, the only candidate who has made more than half-marks, *is a candidate from Galway*. Let him observe that *the second candidate upon the list*, the equal of the first candidate from Belfast, *is also a candidate from Galway*. Let him also observe that out of the seven candidates from Galway who have passed the examination, only two have been compelled to accept the

refuge of the Pass Division. Even were I not to add—what I have reason to believe is perfectly accurate—that not more than one or two candidates from Galway were utterly rejected at the Examination, these details are amply sufficient to prove that, however unworthy the name of University Education the education carried on in Queen's College, Galway has been shown on all hands to be, the education carried on in the other Queen's Colleges is at least no improvement. Nor is this comparative success of Galway College by any means an isolated case. Of late years, at least, the results of the first B. A. Examination almost uniformly give the palm to Galway. Indeed, the superiority of Galway is seldom confined to the Faculty of Arts. It not unfrequently extends more or less to the Professional schools as well.*

* 'The result of the last annual inter-collegiate competition for the Peel Exhibitions attached to the First University Examination has been announced. We are happy to state that Galway College is *facile princeps*. In the Faculty of Arts the Galway candidate is first of the whole University, the Belfast champion coming in a very distant second, and Cork being absolutely nowhere. *This is the third time, in four years, that Belfast has been thoroughly well beaten by Galway*. The second Galway candidate equals the first of Belfast. . . . . In the Faculty of Engineering, a candidate from Galway College, *similarly following the uniform example of his Galway predecessors*, gains the very first place in the whole University. In the

These conclusions are confirmed by a further scrutiny. *With regard to Cork, the highest candidate from that college, the reader will perceive, has only obtained thirty-eight marks out of* 124. Two other 'honour' candidates from Cork have to boast nothing better than twenty-four marks and seventeen marks a-piece. While out of a total of nine Cork candidates who have succeeded in passing, no less than six are in that division about which the University authorities 'very judiciously' decline to disclose the marks at all. It is a poor set off to this that only two or three Cork candidates are reported to have been rejected utterly.

Of Belfast, it is true, that including two distinguished individuals who have got 'honours' for fifteen marks out of 124, some thirteen Belfast candidates have passed in the Honour Division. On the other hand, no less than twelve Belfast

Faculty of Medicine again, the candidate of Galway College likewise distances all competition. When we remember that another student of Galway College has recently carried off the Gold Medal of the Diploma of Elementary Law, it will be seen that *the local Queen's College has completed the round of all the prizes in all the Faculties and has swept away everything in its course, we may say, with the most perfect nonchalance.* As we have said, Cork is nowhere. And Belfast is next to nowhere. REMEMBERING THAT THESE COLLEGES PROBABLY QUINTUPLE IN NUMBERS GALWAY AT THE LEAST, THE STATE OF MIXED EDUCATION, BOTH NORTH AND SOUTH, MAY BE BETTER IMAGINED THAN DESCRIBED.'—*The Galway Vindicator*, December 11, 1869.

candidates illustrate the 'total failures' of the Pass Division. Descending from the Pass Division to more vacuous abysses still, it is hard to avoid the conclusion that the 'canny North' must have the class of the Utterly Rejected pretty nearly all to itself. The Utterly Rejected we have seen amounted at least to forty-one. Now even subtracting as many as eleven from that number for the united shares of Cork and Galway—which is a considerably larger number than is authorised by the very wildest rumour—it follows that Belfast must have sent up for examination *at least thirty candidates* unable to get 'honours' where 'honours' were to be got for fifteen marks out of 124; unable to pass even in that Pass Division about which the University authorities 'very judiciously' decline to disclose the marks at all. This is a most discreditable state of affairs. Everything we knew or suspected concerning the matriculation and sessional examinations is now confirmed in full. There is not left room for a doubt as to the means by which Belfast College purchases its comparative numerical success. IN OTHER WORDS, BELFAST COLLEGE IS A SHAM, AND THE PUBLIC MONEY EXPENDED ON BELFAST COLLEGE IS PUBLIC MONEY EXPENDED ON A SHAM.

The general lesson of the First B.A. Examination throughout the three Colleges does not leave room for a doubt as to another matter which came prominently before the public in connexion with the recent refusal to extend the utility of the Queen's University in Ireland. I allude to one of the so-called reasons by which the party of Mixed Education attempted to defend their attitude in reference to the Supplemental Charter. Hardly any plea, as the reader who remembers that abortive effort at a pitiful reform can testify, was more strenuously insisted upon by the opponents of all reform, however pitiful, than the absolute necessity of academic training. Two assumptions were meant to be included in this plea. 1. The academic training afforded in the Queen's Colleges was of the highest style of excellence. 2. The academic training afforded in the institutions proposed to be benefited by the Supplemental Charter was of anything but the highest style of excellence, if it was not entirely absent. It is quite moving to read the Reports of President Berwick, for instance, upon the dreadful dangers 'all true friends of Mixed Education' discerned in the Supplemental Charter as a consequence. It was 'a plan for opening the degrees

of the Queen's University to persons who have not received any regular academic training,' &c. It was pregnant with mischief unutterable for that principle of 'attendance on lectures' which the Queen's University 'has rigidly enforced as the leading and most excellent part* of her system,' &c. President Berwick, President Berwick, with what face did you write all this? With what sort of conscience did you set about so egregiously gulling the public? Had you no fears, no thoughts of what the future might bring? Did you expect you would always be able to escape detection? How could *you* talk about 'regular academic training'?

The reader is now in a position to appreciate

* By the way, it would appear that '*the leading and most excellent part*' of the Queen's University system is not exactly viewed even by the Queen's University teaching staff themselves with such unanimous favour as the ingenuous panegyrics of President Berwick might lead us to suppose. The Professor of Latin in Queen's College, Cork, for instance, seems to hold a somewhat different opinion. Here are his words:—

'I think that *the great and radical fault* of our system is the requiring the student to attend too many lectures, and that his time is thus most grievously wasted, because a student in a great many cases might make much better use of his time by getting up his subjects from books instead of being forced to attend lectures. . . . . I think it would be a great improvement in our curriculum if a smaller number of lectures were made compulsory.'—*From Minutes of Evidence of Bunnell Lewis, A.M., Professor of Latin in Queen's College, Cork, before the Queen's Colleges Commission.*

the full value of that 'regular academic training' which, after the 'rigidly enforced attendance' of two sessions, sends up such specimens of its efficiency as the various classes of Honour, Pass and Utterly Rejected Candidates of the First University Examination.

CHAPTER V.

THE BACCALAUREATE.

We are approaching the term of our investigation. Stage by stage we have followed so far the education of the Queen's Collegian. We have seen the Matriculation. We have seen the Scholarships. We have seen the Sessional Examinations. We have seen the First B.A. Examination. We have as it were personally assisted at the whole discreditable sleight of hand.

It remains to relate the remaining examination which the intending graduate is required to pass. The Second B.A. Examination, or, as it is called, the Degree Examination, has to be told. To its telling this chapter is devoted, and in conformity with the plan I have laid down for myself throughout, the plan of describing Mixed Education in Ireland not only in its present condition but in its past history, I shall take up my account of this branch of my subject from the earliest date. The reader of the preceding chapter already understands

that there was a period, and a considerable period, in the history of the University—in fact, down to the issue of the Report of the Queen's Colleges Commission—when the First B.A. Examination had not been as yet dissevered from the Second, and when, accordingly, the examination for the Full Degree was in reality the full Degree Examination. It is not, however, merely to a fuller illustration of the consequences of this innovation that I would direct attention. There is much more involved in the proceedings I am about to detail. When the Queen's Colleges set about 'simplifying,' the 'simplification' they favoured was thorough.

'*The majority of our students cannot expect a Degree*,' said President Berwick, '*their education is so far behindhand!*' And Professors and Presidents throughout the three Colleges concurred in the avowal. Queen's Collegians, accordingly, do not get a Degree, that is a *real* Degree, or anything like it—a conclusion which the reader will probably think necessarily follows from the premises. They only get a make-believe, a *sham* Degree—a way out of the difficulty, of which the public may not so completely approve.

It was not enough since 1858 to foreclose the

regular term of the curriculum by a First B.A. Examination of the description we have seen. It was not enough to hold the student excused by this device from keeping up his knowledge of so large and important a portion of his studies a whole twelvemonth earlier than formerly. The mere removal of the First B.A. Examination would have left the Second B.A. Examination untouched. And so long as even the Second B.A. Examination remained modelled upon the originally contemplated lines, was it not to be feared the Degree would continue unapproachable for students who had never been required to enter at the originally contemplated standard? What then? Was not 'public attention,' as we know from President Henry, 'fixed upon our University,' and would it not 'become very painful to have our assemblage in St. Patrick's Hall, and be able to present to the public no Degrees?' Accordingly not only has the First B.A. Examination of 1858 been disposed of in the manner we have seen, but the Second B.A. Examination of 1858 has also, since the plaintive President uttered his 'reflections,' been put past giving 'pain' by the convenient process of summary abolition. How all this has been effected—in spite of the prohibi-

tions of the Commissioners; in spite of the protests of the very graduates of the University—I am about to relate, as well as the nature of the 'simplification' which the Queen's University authorities have introduced instead of the abolished examination.

This narrative, in so far as it touches upon that portion of the original Degree Examinations which I have called above the First B.A. Examination of 1858, will to a certain extent necessitate going over some of the ground already traversed in the last chapter.

However, as this partial repetition will both facilitate for myself the general account of the successive stages in the decline and fall of the Queen's University Degree about to be set forth, and give the whole story a unity and distinctness, and so a clearness and comprehensibility most desirable in this difficult matter, I feel that justice both to my subject and my reader can advise no other course.

With this preamble I proceed to state with all possible brevity and in the following order:—

Firstly, the nature of the Degree Examination as it existed down to 1858;

Secondly, the so-called reasons urged upon the

Commissioners to procure a lowering of the standard;

Thirdly, the absolute condemnation passed upon every such proposal by the distinguished graduates of the University;

Fourthly, the clear and decided recommendation of the Commissioners in unison with the opinions expressed by the Graduate Body;

Fifthly, the persistence of the University authorities in their determination, in spite of every opposition from within as well as from without, as exhibited in the present mutilation and degradation of the B.A. Degree.

To commence with the first of these points. The 'Ordinance regulating the Conditions, Forms, and Subjects, of the Degree and Honour Examinations for the year 1857' will afford unexceptionable information upon the nature of the B.A. Degree for the period in question. The following extract from the regulations gives the subjects of examination.

Every Candidate will be required to answer for the Degree of Bachelor of Arts in the subjects included in the group A of the following table, and *also* to answer in the subjects of one of the three groups of subjects marked B, C, D, respectively; the Candidate being allowed to select.

1. *Common Compulsory Group.*

A.

The Greek and Latin Languages.
A Modern Continental Language.
Mathematics.

2. *Optionally Compulsory Groups.*

B.

English Philology and Criticism.
Logic.
Metaphysics *or* Political Economy and Jurisprudence.

C.

Chemistry.
Physics.

D.

Zoology and Botany.
Physical Geography.

In other words, down to the issue of the Queen's Colleges Commission, the Baccalaureate of the Queen's University could only be obtained by passing *at the termination* of the undergraduate course, in some one aggregate of the following three aggregates of subjects:

1.

The Greek and Latin Languages.
A Modern Continental Language.
Mathematics.

English Philology and Criticism.
Logic.
Metaphysics *or* Political Economy and Jurisprudence.

2.

The Greek and Latin Languages.
A Modern Continental Language.
Mathematics.
Chemistry.
Physics.

3.

The Greek and Latin Languages.
A Modern Continental Language.
Mathematics.
Zoology and Botany.
Physical Geography.

I can very well understand the incredulity with which the Queen's Collegians who have grown up since 1858 will receive this account of a Degree Examination so foreign to all their personal experience. However, they must conquer their incredulity, and be content with congratulating themselves upon the good fortune which placed them in a time when, having obtained 'Honours' for fifteen marks out of 124 at the First University

Examination, they could proceed a twelvemonth later to complete that egregious performance in the manner which they remember and which the reader will shortly understand. I need not remind members of Convocation that in the absence since 1858 of a Degree Examination for the Degree, they will find as fertile a source of mutual admiration as in several other matters I might mention.

But to return to my explanation. It is evident from the details I have stated that in the Degree Examination of the period I am describing, while a certain amount of option was permitted,* security

* I may mention that it would seem that even this amount of option was an innovation on the arrangements originally enforced upon the establishment of the university. This appears from the following evidence of Sir Robert Kane before the Commissioners:—

'Sir T. N. Redington—You are, of course, aware that the ordinances of the university, with reference to the examination for the degree of B. A., ordain that the candidate shall be required to answer in *one* group of subjects, and *also* to answer in the subjects of that *one of three* groups of subjects which he may select. That scheme, as it at present stands, *is a variation* of the one that was originally enforced when the university was established? Sir Robert Kane—Yes. Sir T. N. Redington—*Previous to the introduction of this system of groups, was the B.A. examination one that required the candidate to answer in those subjects on which he attended lectures in each of the three years?* Sir Robert Kane—That is my impression. Sir T. N. Redington—When the system of groups for examination for the degree of B.A. was framed, was there any alteration made in the course of studies which the student was required to follow during the three years? Sir Robert Kane—I think not.'

No alteration occurring in the course of studies since the alteration in the degree examinations, it is easy to estimate the precise extent

was also given that such option should not be excessive. It ought to be unnecessary to expatiate upon the advantages of a limitation in this respect. It may even be, as, indeed, I am inclined to hold, that for the B.A. Examination of a University the system of option, root and branch, is intrinsically bad. It may be, that whatever views are taken about the precise function and utility of the superior Degrees, the Mastership, the Doctorate,—for the B.A. Degree, the proper and peculiar test of that general education which is so indispensable for future culture of any kind, and which in respect to that future culture may be called the primary education of the Man, the examination should be absolutely and compulsorily uniform in all its

of the degree examination previous to the introduction of the system of groups. It must have included all the subjects set down in the course of studies, that is to say—1. The Greek and Latin Languages. 2. A Modern Continental Language. 3. Mathematics. 4. The English Language and Literature. 5. Logic. 6. Chemistry. 7. Zoology and Botany. 8. Physics. 9. History. 10. Physical Geography. 11. Metaphysics or Jurisprudence, and Political Economy. In fact, something more than the sum of all the subjects subsequently distributed under the various imperative and optional groups. As I do not know that this comprehensive examination, however enforced on paper, was ever enforced in practice, I have not described it in the text. It shows, at least, however, that a very considerable 'simplification' indeed of the originally contemplated standard had long come into vogue when the university authorities applied for a further 'simplification.' It must certainly be admitted that the degeneration of the B.A. degree of the Queen's University has been both marked and rapid.

details. Something of this absolute and compulsory uniformity may be observed, for instance, in the practice of the University of London, with regard to its B.A. Examinations, while at the same time for its M.A. Degree, that institution distinctly sanctions a choice of subjects. But without entering into the discussion whether in the case of the B.A. Degree there should always be *absolute* uniformity of study, it may at least be presumed that the uniformity should be at any rate *considerable*. In this moderate point of view, much might be said, accordingly, for the Baccalaureate Examination I have just detailed. At the same time it should not seem that it presented any undue difficulty to the student. We have already heard Professor Crowe stating, as the result of his own personal experience as a Queen's Collegian, that he 'never knew of a diligent student being plucked,' and Vice-President Ryall gives strongly corroborative testimony. In answer to a question by Mr. Price as to the standard of the B.A. Examination, this witness, while taking credit for its containing a good many subjects, decisively set at rest any supposition of its undue difficulty. 'The standard is high,' he said, 'if you take into account the variety of the subjects, *but it*

is not high with reference to the extent to which these subjects are carried.' With regard to the variety of the subjects, either, I do not expect that many persons will be found to say that such an examination as I have mentioned sins on the side of variety, or ought to present any excessive difficulty to a student who had come to College moderately well prepared. And such the reader will find to have been the opinion of the persons who were best qualified to pronounçe upon the matter. It was even the opinion of the Queen's University authorities themselves. But we must remember that the Queen's University authorities have reasons of their own for not daring to insist upon students coming to College moderately well prepared. *Where would they get the students?*

So much for the Degree Examinations down to 1858. The consideration of the Honour Examinations will next engage our attention. The leading regulation upon this subject can be very concisely given. I quote as before from the University Ordinances for 1857, which I take as a fair sample of the University Ordinances down to the 'simplification' epoch.

The Examiners *having passed Candidates for the Degree* shall select from them those whom they consider *de-*

serving of being *examined* for Honours. *None others shall be allowed to compete for Honours.*

I feel that in communicating this information I am communicating another grave shock to the powers of belief of all Queen's Collegians of the 'simplification' date. What, can it have been that even the Honour men were required to pass a regular Degree Examination; that even the Honour men were not allowed to go in for Honours unless they had passed that Degree Examination well? Why there is nothing of the sort required now!

Perfectly true, Gentlemen, there is nothing of the sort required now. However, it was required then. People probably thought in those days that even 'Honour men' ought to know something more than might be included in the particular little speciality in which they ambitioned special distinction. Lest there should be the slightest doubt about the fact, or about my interpretation of the general regulations, permit me to quote the following extract from the evidence of Rev. Charles Parsons Reichel, B.D., Professor of Latin in Queen's College, Belfast, before the Queen's Colleges Commission.

Chairman.—What is the difference in the Examina-

tions for Honours and the Pass Examinations at the Queen's University? *Has every Candidate for the B.A. Degree first of all to undergo the common examination in order to pass?*

Witness.—Yes.

Chairman.—Then *after that* those that are more ambitious are submitted to a competitive examination?

Witness.—Yes, those students who are recommended by the Examiners at the ordinary examination.

I think this testimony is conclusive upon the point.

To complete my account of the Honour Examinations, I follow my authority for the subjoined account of the special subjects in which Honours were obtainable. The statement may not diminish the surprise of Queen's Collegians of the 'simplification' formation.

Special subjects in which Candidates, recommended by the Examiners at the Degree Examination, might compete for Honours:—

1.

The Greek and Latin Languages.

2.

English Language and Literature.

3.

Modern Continental Languages.

4.

Mathematics.

5.

Natural Philosophy.

6.

Chemistry and Chemical Physics.

7.

Natural Sciences.

8.

Logic and Metaphysics.

9.

Jurisprudence and Political Economy.

10.

Keltic Languages.

11.

Sanskrit.

12.

Arabic.

The reader will see by-and-by, that while the Degree Examination at the conclusion of the Third year has been removed or abolished, it is in one, or at most two, of such specialities—Keltic Languages, Sanskrit and Arabic excepted—that the modern Queen's Collegian passes for what is now called the B.A. Degree.

Meanwhile, it may be observed that however perniciously the system of specialities must work when carried on to the detriment of wide and

liberal studies, many advantages may be readily conceived to flow from its apt encouragement under different circumstances. Proficiency in specialities is a good thing, and, looking to the natural limitation of human capacities, is a necessary thing. The human mind poured out upon the universe of studies must tend to lose in depth what it gains in superficies. There is an old proverb about the man of all trades being very probably the master of none. In this point of view, there is a real propriety in fostering the bent of individual inclination, directing itself with particular zeal to particular pursuits. And in this point of view something might be said on behalf of the Degree and Honour Examinations I have just described. By the regulations which governed those examinations, the aspiring student was encouraged to throw himself with special ardour into such especial subjects as he might be led to desire to master. At the same time every student was obliged to pass the Degree Examination.

The only objection that suggests itself to this arrangement is that, perhaps, the special direction unavoidably given to the studies of the student by the prospect of Honours granted in special subjects, may, in spite of every precaution, exercise an injurious

pressure upon his preparation for an immediately previous B.A. Examination. It may, in fact, be doubted whether it might not be well in the case of all B.A. Examinations to avoid as much as possible everything even tending to premature specialization.

This brings me back to the point to which I referred a few pages previously. The B.A. Examination is really a test of primary education, of that primary education which all men, no matter how mutually divergent their subsequent pursuits may be, ought to possess in common as the soundest basis upon which pre-eminent merit in particular departments can rest. As such it ought to be as much as possible uniform. If there are any studies which ought to be deemed essential parts of a liberal education, a knowledge of those studies ought to be exacted from all who pretend to receive a liberal education, and the B.A. Degree, the generally recognised test of a liberal education, ought to seem to be the most fitting occasion to exact that knowledge. The time for professional training and training in special subjects, which is akin to professional training, can come later. Meantime no pressure ought to be allowed to operate upon the student calculated to withdraw

his attention from those wide and liberal studies acquaintance with which is to entitle him to be counted among educated men and capable citizens.

I am aware that in opposition to this view there is another, which I do not believe I misdescribe in designating the Theory of Taste. The man whose 'taste' lies in Classics ought not, it is said, to be required to study Mathematics or History or Political Economy, and, on the other hand, the man whose 'taste' lies in Mathematics or History or Political Economy ought not to be required to study Classics. And this theory is no doubt true in its proper sense. It is, as I have stated, a fact that men have tastes, and it is to the advantage of themselves and the community that they should be encouraged in their tastes. However, is it not the special business of a University to provide above all things else that its students should possess a sufficiently sound and uniform acquaintance with those common and indispensable branches of study which enter into a liberal education? It will be time enough to encourage the special leanings of students when there can be some security that these leanings are not the mere hasty generalization of imperfect information. As Professor Melville said in his evidence before the Commis-

sioners—evidence marked indeed by some serious errors of detail, but withal evincing an honestness of purpose unfortunately rare in the evidence of Queen's University Professors—'I intend to draw a line of demarcation between those subjects which are essential parts of a liberal education, and those parts which constitute a professional course.' Let the reader draw that line of demarcation firmly and never lose sight of it. Pending the time when the student may be expected to find out his special bias, no inducement should be allowed to hinder his advancement in those common and liberal studies from which in good season he may turn to his chosen pursuit with a mind disciplined by training and an invention strengthened by research.

The reader who tries the system of Degree and Honour Examinations set forth in the preceding pages by the standard of the conclusions we have just reached, may, accordingly, find something to suggest in the matter of emendation. However good or excellent the Degree Examinations might have been—in whatever aggregate of subjects we contemplate their having place—*it is at least likely that the student would be led to acquire a more thorough proficiency in the general course if the subsequent Honour Examinations were similarly exami-*

nations in a general course, or if Honours were directly granted for proficiency at the Degree Examination. The adoption of either alternative would have the effect of concentrating the attention and the energies of the student on the higher perfection of his general education, while at the same time it would strongly counteract that mischievous specialization, that mischievous bifurcation, which, as we have seen, their matriculation malpractices had made so popular among the authorities of the Queen's Colleges.

Had the authorities of the Queen's College, however, any desire to see their matriculation malpractices counteracted? We shall see they had not. We have already seen they had not. What would become of them if they gave up their sham matriculation? Let the reader remember the question, the terrible question, 'Where would you get the students in that case?' They could not afford, their hopeless unpopularity would not allow them, to favour any improvement of the existing Degree. That existing Degree, they explained, was already too high for the sort of students they could succeed in bribing to their halls.

Their plaint was twofold. Both the subjects

required to be *studied* during the *undergraduate course* and the subjects required to be *answered* at the *graduate examination* were too numerous, were 'oppressive' in fact. There was a distinction, the reader understands, between the number of subjects required to be studied at College and the number of subjects required to be known at the University. As the Commissioners reported, the University *trusted* to the Collegiate Sessional Examinations to ascertain the proficiency of the students 'in nearly one-half of the subjects required to be studied by those proceeding to a Degree.' That is, the curriculum had been already so much lowered, that the student need not carry up to the Degree an abiding knowledge of much more than half of the subjects on which he had attended lectures. We know, besides, to what lengths a discreditable 'leniency' at the Sessional Examinations had gone in the same direction.

That these practices were really had recourse to in consequence of the unprepared condition of the students admitted at the entrance examination, has been already sufficiently indicated. The following extract from the examination of Vice-President Ryall may not, however, be without its particular value as an explicit admission of the whole matter:—

Mr. Price.—The old Universities have been complained of, as educating the students within an exact range of subjects, and leaving them ignorant of some of the most practical departments of human science. I understand that you have tried the solution of the problem on the opposite principle; do you think the experiment has been successful, or promises to be successful?

Witness.—*I do not think it ever can be successful with a three years' curriculum;* but still I think it is desirable that every man should know a variety of subjects besides a special one—that it is desirable a Classical man should have an acquaintance with Mathematics, and that he should know something of Natural History and the general principles of Chemistry. *All these things are desirable; but they are undesirable for a three years' course.*

Mr. Price.—Do you complain that this system of requiring men to study many subjects cannot be carried out in three years?

Witness.—*Certainly, it cannot.*

Mr. Price.—Do you propose to keep the students longer at College, OR DO YOU PROPOSE THAT THEY SHOULD BE TAUGHT THESE SUBJECTS IN AN ELEMENTARY WAY AT SCHOOL, AND THEN BE POLISHED OFF AT COLLEGE?

Witness.—The latter plan might be adopted, but I think additional time at College might be preferable.

Mr. Price.—YOU TELL ME THAT THE SYSTEM IS A PRACTICAL FAILURE, BECAUSE THREE YEARS ARE NOT ENOUGH.

Witness.—DECIDEDLY.

The reader of this evidence will probably be wondering more than ever, how it has come to pass, when the proper remedy to be adopted was so well known among the managers of the Queen's Colleges, that there could be any hesitation about adopting the proper remedy. *Either* a better school preparation *or* additional time at College would have converted the system, Vice-President Ryall openly admits, from a practical failure to a practical success, at least in an educational aspect. What might not have been the benefits derivable from insisting on *both* these measures, on better school preparation, *that is a better matriculation*, as well as additional time at College? Aye, *but where would you get the students in that case?* And, if no students could be got, might not the Catholic bishops deny the success of the Queen's Colleges, as they have already audaciously ventured to do, and 'in that case' how could Sir George Grey answer, as he has done to such effect, that 'Her Majesty's Government cannot concur in the belief that these Colleges are a signal failure'?

Not to mention that ingenious exercise of Imperial statesmanship, by which the means of secondary instruction had been diminished throughout the kingdom, was there any chance

that any amount of improvement in the matriculation would reconcile the pupils of the great Catholic schools to Mixed Education? At the same time, what would become of the 'smatterers' under an improved matriculation? The reader should cease to wonder why 'simplification' to suit the 'smatterers' has carried the day.

To return from my digression, the Queen's College Professors and Presidents considered themselves, or their Mixed System, or their mixed pupils, or all three, deeply hurt and manifestly injured by the existing curriculum.

Professor Moffet* was in favour of a 'modification' which would 'achieve' the great object 'of lightening the course,' and 'he should say' at the same time 'of elevating the standard of education, instead of lowering it.' That is the beautiful

* Professor of Logic and Metaphysics in Queen's College, Galway. This gentleman expressed himself decidedly opposed to a proposed 'modification' which would have the effect of abolishing the Senior Scholarships, for a reason which it may interest the reader to hear. The Senior Scholars were useful as a sort of school monitors. They were wanted to teach the 'total failures' their elementary drill, to get them over the goose-step in fact. 'I think,' so ran this witness's testimony, 'that the Senior Scholars confer a good deal of advantage on this College. *I think it essential that the Professors of the College should not be always kept teaching the mere rudiments!!*' What a commentary on the state of things in the Queen's Colleges arises from these unconscious admissions! And what a commentary on the conduct of the authorities who have palmed off this state of things as University education!

thing about the Queen's College Professors. They would no more lower the curriculum than—what shall I say?—give 'Honours' for fifteen marks out of 124. It was solely to raise the standard that they knocked it down. They, indeed, are the true friends of Education and Progress, the Party of Enlightenment, the destined regenerators of Ireland.

Vice-President Andrews was likewise in favour of a 'simplification.' He considered the students were 'exhausted in College.' He was afraid, indeed, that some sort of Degree would be always necessary, but still he thought he saw a way out of the dilemma. 'It is essential,' he observed, 'that you should have a University Degree, *or a Degree*,' he sagaciously adds, '*corresponding in name and appearance with the old title.*' When asked did he mean by this, 'that you must uphold the old Oxford and Cambridge and Trinity College course,' he promptly explained that he meant nothing of the kind. '*Not an Oxford and Cambridge and Trinity College course*, BUT A COURSE PRESCRIBED BY A UNIVERSITY, AND WHICH BEING PURSUED IN THESE COLLEGES LEADS TO A UNIVERSITY DEGREE.' Astute Vice-President Andrews! The reader understands the full meaning of your strategy.

As a matter of course, President Berwick played a distinguished part in the proposed 'lowering' that was so curiously to 'elevate.' That 'true friend of Mixed Education and regular academic training' never proved himself a truer friend than on this occasion. '*What I want*,' he said, '*is to have the subjects reduced.*' He was especially opposed, like the literary character he is, to the Greek Language. The Greek Language was his especial abomination. It sadly interfered, he gives us to understand, with his little favourites, the 'total failures.' Though I have quoted so largely already from the examination of this witness, still I feel that the reader will willingly pardon my quoting again.

Mr. Price.—You think the principal reason the Degree is not taken is, not the little value which is set on the Degree, *but the practical difficulties experienced in going through the course of study prescribed for it?*

President Berwick.—That is one of the great obstacles.

Mr. Price.—Do you think that such a modification as you propose would stop that falling away of the students which you have referred to?

President Berwick.—I think it would to a great extent.

Mr. Price.—You abandoned your notion of making Greek optional out of deference to the strong wish of the Senate?

President Berwick.—The strong wish of the Senate and the opinion of our Professors. THERE IS A GREAT HANKERING AFTER GREEK. I SHOULD BE GLAD TO SEE THE DEGREE GIVEN WITHOUT FORCING THIS LANGUAGE ON ANY ONE ! !

The reader can perceive how far President Berwick has outstripped not only the Senate but the Professors. Was I not right in my remark about converts being mostly enthusiasts? What a treasure that College must feel it possesses whose President has no 'hankering after Greek!'*

* It may be interesting to the English reader to know the opinion held by the adherents of the Queen's University in Ireland with regard to the services of this 'true friend of Mixed Education and regular academic training.' I extract the following, heading and all, from that 'excellent journal' *Saunders's News-Letter*, September 7, 1869:—

'HONOUR TO WHOM HONOUR.'

To the Editor of *Saunders's News-Letter.*

Sir,—I read in your excellent journal a few days ago, while sojourning in the North of Ireland, an analysis of the report recently submitted to Her Majesty of the condition and prospects of Queen's College, Galway, by *President Berwick*, together with your encomium on *the 'estimable author,'* as you styled him; and I would fain take this opportunity for saying publicly what I have often heard said in private circles—*namely, that it seems strange that the powers that be should so long have permitted a functionary who has done the State and Society good service for over twenty years to remain plain Mr. Berwick.* A KNIGHTHOOD WOULD DOUBTLESS BE NO VERY GREAT DISTINCTION FOR THE PRESIDENT OF A QUEEN'S COLLEGE; but it is the highest in the Viceroy's gift, and would be bestowed in the present case *with peculiar propriety and gracefulness* when, as now, educational relations have reached the acme of importance. The Galway College has

Professor Nesbitt, again, 'felt quite certain, that many students are now deterred from going up for their Degree, *on account of the very limited amount of their Classical attainments.*' This remarkable discovery appears to have touched the sensitive nature of this witness. 'The students come here knowing little or no Classics,' he continues, '*and when a strict examination stares them in the face*, YOU CAN EASILY SEE WHAT A DETERRING INFLUENCE IT HAS!!' Of course, Professor Nesbitt, also, had got a scheme to propose, which he hoped would have no 'deterring influence' whatever. Of course, too, it was a scheme 'that

always been *the most delicately circumstanced* of these institutions. And I believe *I but echo the common voice* when I say that to its President's mild but firm sway, his sound judgment, even temper and genial manners, is very much due *the satisfactory measure of success* which it can claim. If a functionary of the same rank had accomplished the same ends *in the face of the same difficulties* in France or Prussia, he would ere now have received a far higher meed than that here advocated.

I have the honour to be, Sir, very obediently yours,

Q. C.

UNIVERSITY CLUB, STEPHEN'S GREEN:
Sept. 4, 1869.

It is true that a Knighthood is the highest distinction in the gift of 'the Viceroy.' But why should the matter rest with 'the Viceroy'? Is our Imperial Administration to lag behind France and Prussia in its rewards to a servant who has performed *such 'satisfactory' service*? For my part, I look forward to President Berwick's coronet with little less confidence than to the Queen's University's Representation in Parliament. 'Honour to whom Honour!!'

would raise very much the tone of our Examination.' He, too, would not for the world 'lower' the Classical examination. He would '*merely* allow the Mathematical student, or the student for Honours *in any other subject*, TO GET RID OF subjects which he never can acquire any profound knowledge of, and which are merely a drag upon him.' I hope the reader will appreciate the distinction.

In fine, 'to get rid of' the Queen's University Professors and Presidents as quickly as possible, President Pooley S. Henry, D.D., will wind up our selection. 'WHAT I DESIRE TO SEE, AND WHAT THE COUNCIL DESIRE TO SEE,' that gentleman deposed, after 'reflection,' as the reader knows, 'IS THE NUMBER OF OUR DEGREES INCREASED; *because it will become very painful, if the present state of things continue, to have our assemblage in St. Patrick's Hall and be able to present to the public no Degrees.*' The President did not, however, confine himself to his 'reflections.' The reverend gentleman had also his 'conscientious thoughts.' 'I THINK CONSCIENTIOUSLY, *now as there is a Commission sitting, and sitting for some purpose*, IT WOULD BE AN UNFORTUNATE THING IF THE OPPORTUNITY WERE ALLOWED TO PASS WITHOUT

SOMETHING BEING DONE TO RECTIFY THE PRESENT SYSTEM!'

On the other hand, what said the Graduates of the Queen's University to the proposed 'modifications'? Were the Graduates of the Queen's University in favour of 'something being done to rectify the present system'? Were they in favour of a 'reduction in the number of subjects,' in order to obtain 'an increase in the number of Degrees'? Did they complain of being 'exhausted in College'? Did they complain of the 'deterring influence' of 'a strict examination'? Did they endorse President Berwick's disclaimer of a 'hankering after Greek'? Did they endorse a single 'simplification' of the lot? Reader, I will lay the evidence of the Graduates before you. I ask you to follow it attentively.

At Cork, upon the rumour going abroad that the interested attempts we have witnessed were about to be made upon the standard of the Degree Examination, the Graduates at once associated themselves together, to oppose the ruinous proceeding. Some other matters, at the same time, were demanding their attention, upon which they took the opportunity of expressing their opinion. I quote from the Minutes of Evidence before the Queen's Colleges Commission:—

Denis B. O'Flyn, M.A., and Thomas Wall, B.A., a Deputation from Graduates of the Queen's University, who had studied in the Queen's College, Cork, called in, sworn and examined.

Chairman.—You are members of a Deputation which the Graduates educated in this College have asked the Commissioners to receive. We shall be happy to hear any statement you have to make.

Denis B. O'Flyn, M.A.—We have been appointed by the Graduates educated in this College to bring under the notice of the Commissioners certain privileges which they conceive their position in the University entitles them to possess, and to state their opinion with regard to the qualifications which should be required by the University before admitting students to their Degree, and with regard to the mode of Examination which is adopted. *Some rumours have gone abroad that the Queen's University is about to lower the standard of our Examinations for the Degree, and that the courses are considered too heavy for the students educated in the Queen's Colleges*; and upon this and the other points which I have stated, *the sentiments of the Graduates are embodied in the form of resolutions unanimously adopted at a meeting of that body*, at which I acted as Chairman, and Mr. Wall as Secretary. *The Resolutions adopted by the Graduates are as follows:*—

1. THAT THE STANDARD OF EXAMINATION REQUIRED FOR DEGREES IN THE QUEEN'S UNIVERSITY SHOULD NOT BE LOWERED.

At Belfast a similar manifestation took place.

The question of giving the Graduates representatives on the governing Boards of the University was at the time a good deal discussed, and a meeting of Belfast Graduates appointed a deputation to present a memorial to the Commissioners upon the subject. The evidence given by the spokesman of the Deputation is conclusive as to the opposition of the Graduates to any reduction of the curriculum for the Degree. I quote from the Minutes of Evidence:—

D. G. Barkley, M.A.; James Cuming, B.A., M.D.; A. M. Porter, B.A.; John M'Parland, B.A.; and James G. Robb, B.A.; a Deputation from Graduates of the Queen's University, who had studied in the Queen's College, Belfast, introduced to present the Commissioners with a Memorial.*

James Gardner Robb, B.A., Secretary to the Meeting appointing the Deputation, sworn and examined.

Mr. Gibson.—From your experience of the course of study in this College, as directed by the Queen's University,

* The Graduates appointing the Deputation were David G. Barkley, M.A.; James G. Robb, B.A.; John B. M'Bride, B.A.; J. Cuming, B.A., M.D.; James M'C. Abernethy, B.A.; John M'Parland, B.A.; Joseph Corkey, B.A.; J. Dunne Parker, B.A.; William T. Whan, B.A.; Leslie Alexander Lyle, B.A.; William J. Taggart, B.A.; Owen O'Hare, M.D.; Thomas Sinclair, B.A.; Acheson G. Bartley, B.A.; James Gibson, B.A.; George Wray Hamill, B.A.; Robert James Arnold, B.A.; A. M. Porter, B.A.; Samuel E. Browne, B.A.; John Wilson, B.A.; Francis Petticrew, B.A.; John Moore, M.D.; William Aicken, M.D., M.R.C.S.E., L.S.A.; Henry Cowan, M.A.

do you consider that it is OPPRESSIVE *on the student who has received a moderately fair education previous to entrance?*

Witness.—I DO NOT.

Mr. Gibson.—What is your opinion respecting the abridgement of the course of study, or the reduction of it as required for the B.A. Degree?

Witness.—I do not think it should be reduced.

Mr. Gibson.—WHAT IS THE OPINION PREVALENT AMONG YOUNG MEN WHO HAVE BECOME GRADUATES AND TAKEN HIGH POSITIONS, RESPECTING ANY PROPOSED REDUCTION OF THE STANDARD OF THE B.A. CURRICULUM?

Witness.—THAT THE STANDARD AT PRESENT IS SUFFICIENTLY LOW.

This, then, was the answer which the Graduates of the University returned. The standard of the B.A. curriculum 'should not be lowered.' It was already 'sufficiently low.' Far from being 'oppressive,' it was perfectly feasible for 'the student'—who had 'received a moderately fair education previous to entrance.'

Discomfited by the pronounced position assumed by the Graduates, the University authorities openly confessed, what was plain from the whole tenor of their proceedings, that it was not for the capable students that they wanted the reduction of the curriculum. 'I think,' said President Henry, 'the subjects are too numerous,

and create too much anxiety in the minds of the students. *Of course this observation does not apply to the class of men you had before you to-day, who could master anything*, but to the general body of students who enter our classes,' that is, as President Berwick would say, who 'come' to us, and whom we must admit of course. No fear of the Queen's Colleges requiring their students to have received 'a moderately fair education previous to entrance.' 'They preferred to reduce' the curriculum. They preferred to 'simplify' the Degree. Why? It is impossible to blink the fact that the authorities of the Queen's Colleges felt that they were unpopular; that the respectable Catholic laity were not coming to them, and never would come to them in large numbers; that the great Catholic schools were not preparing for them, and would never prepare for them; and that, in order to have anything like a tolerable appearance of students, it was necessary to lower the standard. The few graduates who desired education, or, as the reverend President Henry puts it, 'the class of men you had before you to-day, who could master anything,' might, indeed, vehemently protest in the interests of education. But it was not for education that the authorities of the Queen's Colleges were working.

The British public contains within it two classes, which we may specially designate the religious and the irreligious party—each alike, unfortunately, the victim of a great Irish Sham. The devotees of Exeter Hall pay out of their own pockets great sums to support the system of Irish Church Missions. We, at this side of the Channel, are often amused at the shifts to which organizers of Irish Church Missions are put in order to produce that appearance of conversions necessary to continue to draw money from the religious portion of the British public. Not only we, but the irreligious portion of the British public appear to have their eyes sufficiently widely open upon this point also. But they too, like their more evangelical brethren, are themselves the dupes of a gigantic Hibernian delusion. Mr. Fawcett and his friends, it is true, do not pay away their own money, but they are ready to secure vast sums of the public money to any system of education from which religion is excluded. They believe that the Queen's Colleges are educating the youth of Ireland, and they make the whole country pay the Queen's Colleges handsomely in consequence. Care must be taken to keep them under this delusion. Therefore, 'what the Council desires to see, is the

number of degrees increased.' It would certainly 'become very painful to have our assemblage in St. Patrick's Hall and be able to present to the public no degrees,' *when a probable consequence of being able to 'present no degrees' would be, to be able to get no money.* Degrees and money are what the authorities of the Queen's Colleges 'desire to see,' and not education, as is foolishly supposed in England.

It only remains to quote the Report of the Commissioners upon the subject of the proposed degradation of the Degree. It will be seen that if the University authorities have persisted in their determination, their persistence has been in as direct contravention to the recommendations of the Commissioners in this instance, as in every other. I proceed to quote some salient portions of the Report upon the points referred to.

Speaking of the arrangements existing down to 1858, the Commissioners report:—

> It would seem that the object contemplated was that the Undergraduate should cultivate a wide and extensive general education, while at the B.A. Examination the subjects were grouped. . . . Moreover by the College Statutes the Senior Scholarships, and by the University Ordinances the Exhibitions and Medals given at the B.A. Honour Examinations, were so arranged

that great inducements were held out for the pursuit of special subjects, *which inducements are constantly operating while the student is pursuing the Undergraduate course.*

It will appear how the Commissioners proposed to act in view of this specialising influence. Meantime, I quote their opinion upon the immediate question in debate:—

The feeling of the Presidents and Professors in the Three Colleges was in favour of a general education (?); *but at the same time the great majority of them advocated more or less diminution of the present course.* . . . Their suggestions were many and various. . . . Some of these suggestions involve comparatively little change in the character of the education given in the Arts Department of the Queen's Colleges, *while others involve a radical alteration.* WE CANNOT THINK THE LATTER RESULT DESIRABLE. WE BELIEVE THAT A GENERAL EDUCATION FORMS THE SOUNDEST BASIS ON WHICH PRE-EMINENT MERIT IN PARTICULAR BRANCHES OF LITERATURE OR SCIENCE CAN REST.

Nothing, therefore, but the strongest evidence of the absolute impossibility of communicating the general education hitherto given in the Queen's Colleges, would induce us to recommend a radical change in the present curriculum prescribed by the University to be studied in the Colleges.

We do not think this impossibility has been established. *It undoubtedly has been repeatedly stated that the course is too heavy for the Students.* BUT ON REVIEW-

ING THE EVIDENCE WE HAVE COME TO THE CONCLUSION THAT THIS OPINION HAS IN A GREAT DEGREE BEEN INFLUENCED BY THE DEFICIENT STATE OF PREPARATION IN WHICH THE STUDENTS, AT PRESENT, ENTER THE COLLEGES, AND WHICH IT IS TO BE HOPED WILL BE REMEDIED. *At the same time, we think that the Special direction given to the studies of those who look for Honours, coupled with the extended character of the College course and of the Degree Examination may produce this result.*

While thus distinctly refusing to sanction any radical alteration in the course, and distinctly giving it to be understood where the real evil lay, so far as any evil existed, the Commissioners went on to suggest some important modifications. The want of previous preparation before entering the College, and an undue specialisation within the College, were, they perceived, the two adverse influences which stood in the way of a thorough utilisation of the general course. The want of previous preparation could only be corrected, they observed, by a Matriculation Examination calculated '*to elevate, and never to depress, the general standard of School education throughout the country.*' The undue specialisation was to be remedied, with regard both to the Scholarships and to the University Honours, by provisions which would make those prizes the rewards not of special proficiency, but

of general education. Their observations with regard to the University Honours strike me as so particularly bearing upon the solution of the whole difficulty, that I make no apology for quoting them, although, as will be seen, they were made without effect :—

> We have stated that the University Exhibitions and Medals, given at the B.A. Honour Examinations, are granted for proficiency in special subjects, and referred to the pressure which the special direction, thus given to his Studies, brings upon the Student. WE THINK IT WELL WORTHY OF THE CONSIDERATION OF THE SENATE, WHETHER THE UNIVERSITY HONOURS AT THE B.A. EXAMINATION SHOULD NOT BE GIVEN FOR SUPERIOR ANSWERING IN THE RESPECTIVE GROUPS, AND THE DISTINCTIONS FOR PROFICIENCY IN SPECIAL SUBJECTS DEFERRED TILL THE PERIOD OF THE M.A. EXAMINATION.

How have the Queen's College authorities attended to the recommendations of the Commissioners? The reader already knows how they have attended to the recommendations regarding the Matriculation Examinations and Scholarship arrangements. Have they acted differently with regard to the Degree Examinations? The Regulations of the Queen's University in Ireland, for the year 1868, for instance, will not leave a doubt upon the subject.

Degree Examinations in Arts.

Candidates who have completed the Undergraduate course may offer themselves at the Degree Examinations for graduation either with *Honours* or *without Honours*.

I shall first quote the regulations for the Pass Examination:—

Examinations for the Degree of B.A. without Honours.

Candidates who seek the Degree without Honours may select for their Examination *any group of subjects* from the following list, *provided the sum of the numbers attached to this list to the selected subjects be at least four*:—

English Language and Literature	2
Mathematical Science	2
Experimental Physics	2
Chemistry	2
Zoology	1
Botany	1
Greek	1
Latin	1
Each Modern Continental Language	1
Logic	1
Metaphysics	1
History	1
Political Economy	1

There is a test of general education! There is an incentive to "regular academic training!" So much have the University authorities regarded

the protests of the Graduates! So much have they cared for the instructions of the Commissioners! Forbidden to encourage 'specialisation,' the University authorities have merely encouraged 'selection.' It is the old, old story of Mohammed and the mountain. The 'total failures' could not come to the Degree, so the Degree had to come to the 'total failures.' As 'the majority of our students' could not master the old curriculum, 'their education being so far behindhand,' it was plainly necessary to let them 'select' what they could master; *for would it not 'become very painful to have our assemblage in St. Patrick's Hall, and be able to present to the public no Degrees'?* And this forsooth is the result. Profound Vice-President Andrews! You knew how it would be done. '*Not an Oxford and Cambridge and Trinity course*, BUT A COURSE PRESCRIBED BY A UNIVERSITY, AND WHICH, BEING PURSUED IN THESE COLLEGES, LEADS TO A UNIVERSITY DEGREE.' It is only to be feared, now all is told, that the public, the dreaded public, will scorn your 'University Degree.' LET THE READER BUT IMAGINE THE PASS DIVISION OF THE FIRST B.A. EXAMINATION PROMOTED TO THE PASS DIVISION OF THE SECOND!

As a matter of course, when such has been the

fate of the recommendations regarding the old general examination, the fate of those regarding the Honour examination can be readily conceived. No fear of 'the distinctions for proficiency in special subjects' being 'deferred till the period of the M.A. Examination.' The Queen's Colleges are too hard set to get their students over the B.A. Degree to put off a precious opportunity. What alteration, accordingly, has taken place in the Honour Examinations has certainly not been to give them a more general character. The Honour Candidates are no longer required to have passed the general examination previously. The general examination itself has been anticipated or abolished. The Honour Candidate now gets his Degree as well as his Honour in his speciality.

EXAMINATION FOR THE DEGREE OF B.A. WITH HONOURS.

Candidates who seek to graduate with Honours may SELECT for their Examination *any one* of the following groups :—

The Greek and Latin Languages.
Mathematical Science.
Experimental Science.
Natural Science.
Two Modern Continental Languages.

Or any three of the following:—

English Language and Literature.
Logic.
Metaphysics.
History.
Political Economy.

That is to say, in the Honour Degree of the Queen's University there are no less than *seventeen varieties* of a more or less pronounced description.

1.

The Greek and Latin Languages.

2.

Mathematical Science.

3.

Experimental Science.

4.

Natural Science.

5.

The French and German Languages.

6.

The German and Italian Languages.

7.

The French and Italian Languages.

8.

English Language and Literature.
Logic.
Metaphysics.

9.

English Language and Literature.
Logic.
History.

10.

English Language and Literature.
Logic.
Political Economy.

11.

English Language and Literature.
Metaphysics.
History.

12.

English Language and Literature.
Metaphysics.
Political Economy.

13.

English Language and Literature.
History.
Political Economy.

14.

Logic.
Metaphysics.
History.

15.

Logic.
Metaphysics.
Political Economy.

16.

Logic.
History.
Political Economy.

17.

Metaphysics.
History.
Political Economy.

SO MUCH FOR GENERAL EDUCATION AND REGULAR ACADEMIC TRAINING, AMONG EVEN THE HONOUR GRADUATES OF THE QUEEN'S UNIVERSITY IN IRELAND! Has not specialisation, 'selection' I should say, progressed merrily since the Commission? Accept our felicitations, Sir Robert Kane. You and yours have certainly removed every remnant of 'oppression' from the course of the student. The student can now learn as little as ever he likes. Talk of its taking nine —— but I must not

offend by an unhappy quotation. I may only permit myself to ask the question, How many Queen's University Graduates does the reader think it would take to make a single man of education?

As might be expected, the majority of the Queen's University Graduates are not even Honour Men. In fact, I have counted the names in the University Calendar, and I find that out of the total number of Seven Hundred of which I have made mention already, *upwards of Four Hundred have graduated in the Pass Division!*

Not to insist at any further length upon the hopeless ambiguity, the endless variation, the interminable nonconformity with one another, and with everything else, which characterises both Pass and Honour Degrees under the Mixed System, it might not be uninteresting to give some samples of the sort of attainments which qualify for the Pass Degrees in particular. I will take, accordingly, the subjects of History and the Greek and Latin Languages as probably most intelligible to the ordinary reader. I quote as before from the Degree Regulations for 1868:—

> The Examination in Greek will comprise—
>
> Xenophon—Cyropædeia, Books i. ii.
>
> Homer—Iliad, Book ix.
>
> With Prose Composition in Greek!

The Examination in Latin will comprise—

Sallust.

Horace—Satires and Epistles.

With Prose Composition in Latin!!

The portion appointed for the Examination in History is English History from 1603 to 1702!!!

And such an examination! I might add. In History, for instance, any little cram book will suffice for all that is necessary. I remember that a former fellow-student of mine at the 'Degree Examination' of last year passed triumphantly upon the modicum of knowledge gleaned from an evening's perusal of a book of the kind purchased the very day before the examination. Of course, neither before nor after, did he really know anything about History. With regard to the Latin and Greek Languages, the Entrance Examination of Trinity College, Dublin, seems to be fully equal to this 'Degree Examination' of the Queen's University. I quote from the Dublin University Calendar:—

At the Entrance Examinations, Candidates will be examined in any two Greek and two Latin Books of their own selection from the following Entrance Course:—

Greek.—1. Homer—Iliad, Books i. ii. iii.
2. New Testament—the Gospels of St. Luke and St. John, and the Acts of the Apostles.
3. Euripides—Phœnissæ.
4. Sophocles—Ajax.
5. Plato—Apologia Socratis.
6. Lucian—Walker's Selections.
7. Xenophon—Anabasis, Books i. ii. iii.

Latin.—1. Virgil—Æneid, Books i. ii. iii. vi.
2. Horace—Odes.
3. Horace—Satires and Epistles.
4. Sallust.
5. Livy, Books iii. iv.
6. Terence—Andria and Heautontimorumenos.

Let the candidates select 'any two books' they please, and they cannot select less than what the Queen's University appoints for its Degree.* And this is the sort of thing, in conjunction with 'regular academic training' of course, for which the country is at the average expense of 365*l.* 18*s.*

* Not to limit the attention of the reader to the classical attainments of Pass Graduates, I may mention that for the whole period since the establishment of the Queen's University, the total number of students who have graduated in Classics with First Class Honours has been only Seventeen. Seventeen out of Seven Hundred! 700 is a contemptible total. But what are we to say of 17? However, it is all after President Berwick's own heart. It shows that, like himself, the Queen's University has no great 'hankering after Greek.'

for every graduate 'polished off' by the Queen's University in Ireland!

Why, to enter the lower class of Greek and Latin at Maynooth, in the Junior House, at the commencement of the whole course, what is known to professors as Humanities, to students, I believe, disdainfully as *Chubbery*, candidates are liable to examination 'in two Greek and two Latin books, one prose and one poetry in each language.' So far as classical authors are concerned, students who enter into 'Chubbery' at Maynooth in order to pursue during two years Latin and Greek, without any logic, physics, or theology until later, are already fully entitled to the B.A. Degree of the Queen's University! And yet Dr. Maguire, the Galway Queen's College Professor of Latin, in his 'Maynooth Resolutions Considered,' has the audacity to declare that 'as a body, the clergy of all creeds are inferior to the members of the other professions in general intelligence and cultivation. Their course of professional study is narrow and technical!'* And Dr. Ball, the recent convert to

* Narrow and technical! Let me tell the reader what the 'narrow and technical' education of the Irish priest really is. But first let me explain the course of studies generally pursued in great Catholic colleges. I remember on a recent occasion how puzzled an English Chief Justice appeared at the names given to the classes at Oscott.

Mixed Education, could cite this ridiculous Galway Professor in the House of Commons as 'one of the most distinguished Roman Catholics!' And the House of Commons were gulled into imagining that this Galway Professor was really an enlightened friend of education, and really a repre-

He seemed to think they were only new-fangled designations, usurping the place of the time-honoured names of Fifth Form, Sixth Form, &c. They are, however, in general use in Catholic countries, and belong to a definite system of education. In Catholic colleges, the lower classes, in which Latin and Greek are studied, are commonly called classes of Grammar. The two higher classes are respectively called the class of Humanities and the class of Rhetoric. These classes conclude the school of linguistic studies. Then come the classes of Philosophy, embracing in various arrangements Logics, Metaphysics, Ethics, together with Physics and Mathematics. *It is only after the various studies of Linguistics and Philosophy have been mastered that the student is supposed to proceed to the study of Theology, which is continued for several years.* Now, at Maynooth the students who commence the course must already somewhere else have passed through the classes of Grammar, or preliminary classical studies. The students are, as I have stated, as far as classics are concerned, about on a par with the Pass Graduates of the Queen's University. It is true that these Pass Graduates have also to possess a trifling acquaintance with Logics, Mathematics, and Physics. The Maynooth student in his course of Philosophy is obliged to spend a whole year in the study of Logics, Metaphysics, and Ethics, and another whole year at the undivided study of Physics and Mathematics, for which he has had, moreover, to be previously prepared in elementary Mathematics. These studies, pursued during two years, must make him decidedly more than a match for the mere B.A. of the Queen's University. And in all this we have not as yet considered the study of Greek and Latin prolonged during two years in the classes of Humanities and Rhetoric, together with English Literature and French! *And all this has to be gone through before the Maynooth student approaches the study of Theology!* What does the reader

sentative of the Catholic laity protesting against an ignorant priesthood! *En quantula sapientia regatur mundus!*

In fact, looking back upon the First and Second B.A. Examinations, it is evident that their joint efficacy is simply to grant a Degree on every imaginable excuse, for every imaginable subject. 'Not an Oxford and Cambridge and Trinity College course, but a course prescribed by a University, and which being pursued in these Colleges leads to a University Degree!' The creation of the First B.A. Examination was the first step. It allowed the student at an early period of his course to divest himself altogether of his general studies. He might thenceforth devote himself to his 'selection.' The First B.A. Examination was, in fact, a comprehensive plan for 'getting rid of' those subjects 'inattention' to which the Queen's College authorities are under 'a constant temp-

now think of Dr. Maguire's assumption that the education of the Irish priest is narrow and technical?

Once for all, let the English reader be upon his guard against these Mixed Education Bobadils. Do we not remember Sir Robert Kane uttering 'prave 'ords at the pridge,' lecturing the great English University on not having a matriculation, 'so that your Etons and Harrows would find Oxford a narrow entrance,' and had not Vice-President Ryall to admit that 'half the boys at Harrow' knew 'a great deal more' than students of the Queen's University!!

tation' to excuse. 'By breaking the Degree Examination into two,' said Professor Nesbitt, with his usual delightful ingenuousness, 'the student is allowed *to get rid of* a number of subjects at the end of the Second Year. *It is incredible what a lightening of the course that would be in a practical point of view.*' The lightening has been certainly *almost* incredible, and for more reasons than one, as the reader is aware. It is equally certain that the Second B.A. Examination is the appropriate afterpiece to so much 'constant temptation' and so much 'incredible lightening.' *

But why speak any longer of College or of University, of First B.A Examination or of Second? There is no College, no University in question. The Degrees we have been miscalling such are no Degrees. The Queen's University in Ireland is not a University. It is a bad school, and not even a big one. It is a farce, and so is everything belonging to it. Give it a representative in the House of Commons, give the 'eman-

* It would appear that even in the matter of 'strictness' there has been a decided retrogression—progress, the Three Presidents would call it—since the days of the Commission. At that time, the veto of the examiners in any single subject could reject. This is no longe the case.

cipated schoolboys' a representative in Parliament, and the foolery will be complete.

There occurs to me some evidence which confirms all that I have just said. I found it in the examination of a Queen's University 'professor,' the late Dr. Bensbach, the Modern Languages Master in Queen's College, Galway.

Sir T. N. Redington.—Have you any observations you wish to address to the Commissioners?

Witness.—I have, my Lord. I am, perhaps as you are aware, a native of Germany; and I have studied in the German University of Heidelberg. . . . The course pursued in Germany is this. *The student pursues the curriculum of the Lyceum or Gymnasium, which may be translated by the term Public School or large Grammar School.* WHEN HE HAS FINISHED THE CURRICULUM AT THE GYMNASIUM, HE PASSES AN EXAMINATION, AND GETS WHAT IS EQUIVALENT TO A BACHELOR OF ARTS DEGREE IN THE QUEEN'S UNIVERSITY. . . . . This is then a general outline: *the student passes his B.A. Examination*—THAT IS, AN EXAMINATION EQUAL TO OUR DEGREE EXAMINATION—*and then prosecutes his particular line of studies at the University!!*

This is then a general outline: the education of a finished graduate of the Queen's University and that of a finished schoolboy of a German Grammar School are equivalent, or rather were so—Dr. Bensbach giving his evidence previous to 'simpli-

fication.' There was one difference, however, between the pair. The German schoolboy, who had passed his B.A. Examination—'that is, an Examination equal to our B.A. Examination'—then entered a University. The Queen's Collegian, who had passed what was called his B.A. Examination, didn't.

As a matter of course, the equality between the German School and the Anglo-Irish 'University' has long since ceased to exist. The Queen's University Degree Examination, that used to be equivalent to the Final Examination of a German School, or, what amounts to the same thing, to the Entrance Examination of—say, Heidelberg University—was found to be 'oppressive,' and to have, in fact, 'a deterring influence.' It had, accordingly, to be 'simplified.' It no longer 'deters.' It no longer equals the Grammar School Examination.

The immeasurable inferiority of the Queen's University, in Ireland not merely, to a German University, but to a German Lyceum or Gymnasium, and indeed to a properly conducted school in any land, is placed still further beyond a doubt by a 'Statement of the German Gymnasium and University System,' laid before the Queen's Colleges Commissioners by 'Professor' Frings, Ph.D.,

Modern Languages Master in Queen's College, Belfast. I quote some illustrative portions of this document:—

GERMAN GYMNASIUM SYSTEM.

The students, *before entering the University*, are required to have passed through a regular course of preparatory study at the Gymnasia or public Classical schools. *At these Gymnasia boys are trained in a regular course of Classical study*, embracing

Greek,
Latin,
Modern Languages,
History,
Geography,
Mathematics,
Natural Philosophy,
Natural History;

in short, a complete general and literary education. . . AT THE GYMNASIA THE YOUNG MEN ARE OBLIGED TO TAKE THE WHOLE COURSE, AND THEY CAN MAKE NO SELECTION. . . . *The German students on leaving the Gymnasia for the Universities have thus acquired a method and habit of study, and a discipline of the mind, which enable them to enter on the University course with well-directed ardour and a sure prospect of success.*

It is not an unfair summary of the Queen's University to say that it is practically the reverse of all this. The curriculum of a German school,

broken up and specialised, each schoolboy studying his own fraction of the general course, no previous education, no general education, behold the Queen's University in Ireland!

It will hardly reconcile the taxpaying public to the continued support of such a travesty, that pupils of the Queen's Colleges, just like the pupils of ordinary schools,* good, bad, and indifferent, occasionally obtain situations 'by Competitive Examination' in the Customs, the Public Works Service, the Peninsular and Oriental Steam Packet Company, or even the Civil Service of

* 'The very highest public appointments obtained by Queen's Collegians cannot prove that the Queen's University is a good University, or a University at all, for one extremely simple reason. *Exactly similar appointments are being continually carried off by ordinary schoolboys.* Getting places in the Civil Service of India, for instance, cannot prove that the Queen's University is a real University, for the simple reason that it proves dozens of schools we could mention to be Universities *just as much.* We shall quote from the last published India Civil Service statistics to prove this. And we quote the India Civil Service because the Queen's University, in season and out of season, in letter and pamphlet and speech, in the Reports of the Three Presidents, in a certain section of the newspaper press, is never tired of bragging and boasting about the success of its students at the India Civil Service examinations. The India Civil Service is the grand apology of the Queen's Colleges. How do you prove yourselves a University? asks somebody. Many of our students have succeeded in obtaining places at the Competitive Examinations for the Civil Service of India, answer the Colleges. Are you sure you are anything better than a school? asks somebody else. Look at the Civil Service of India, is still the proud reply of the Colleges. Well, we *will* look at the Civil Service of India, and we request our readers to look along with us. A very little looking will make everything clear.

India! Though nobody would grudge the money that might be expended on a really great and useful University, it is altogether another affair to keep squandering thousands and tens of thousands of pounds upon a rejected counterfeit.

India Civil Service Examinations of 1869.

Places at which Candidates were educated	Number of Candidates *examined*	Number of Candidates *passed*
Rugby School	15	3
Repton School	7	3
Edinburgh Academy	5	2
Enniskillen School	4	2
King's College School	4	2
Merchant Taylors' School	3	2
Armagh School	2	1
Birmingham School	2	1
Highgate School	3	1
Louth Grammar School	3	1
Tipperary Grammar School	2	1
Tonbridge School	3	1
Shrewsbury School	4	1
Boston School	1	1
Belfast Seminary	1	1
Belfast Academy	1	1
Queen's University in Ireland	6	1!!!

In fact, numbers of acknowledged schools are yearly equalling and surpassing the Queen's University in every competitive examination that can be named. Many of the students of Oxford, Cambridge, and Trinity, also, it is true, go in for these examinations. The difference is that they are anything but the best men of Oxford, Cambridge and Trinity who go in against schoolboys. At best, they are only the best of the junior men. The great Universities have their great prizes for their best students—their Fellowships and Moderatorships. It may be doubted whether the Queen's University has a single Queen's Collegian among even its Professors. *It has to appoint the Collegians of real Universities.* ITS HIGHEST BOAST IS TO BE, LIKE ANY OTHER SCHOOL, AN INDIA CIVIL SERVICE GRINDING ACADEMY, AND IT DOES NOT EVEN DO THE GRINDING.'—*The Galway Vindicator*, February 9, 1870.

CHAPTER VI.

AN M.A. DEGREE.

THE preceding chapters have practically concluded the account of the Queen's University. With the Baccalaureate just described, the 'regular academic training' of the Queen's Collegian is at an end. Neither attendance on lectures nor any other kind of attendance is required for the obtaining of the M.A. Degree. It is merely necessary to have passed the B.A. Examination at least a year before entering for the M.A. Examination. The regulation upon the subject is perfectly explicit and clear:—

THE DEGREE OF MASTER IN ARTS.

Any Bachelor in Arts of the Queen's University of one year's standing may offer himself for examination for the Degree of M.A.

Otherwise, the M.A. Degree of the Queen's University might not appear to be without at least one presumptive title to take rank with the B.A. Degrees of some other Universities. It might be

said that here at least was a total curriculum of studies equal in duration to the B.A. curriculum of Oxford or Cambridge, for instance.

Indeed, some plea of the sort might speciously enough have been advanced in the pre-Commission period of the University. At that time, candidates for the M.A. Degree were actually obliged to pursue an additional course of studies during a Fourth Year at College. As, however, a way to 'get over' this regulation, like every other regulation, had been already discovered by the inventive genius of the University authorities, its formal abolition probably has not made matters much worse. Upon this point I will quote for the reader a portion of the examination of 'George Johnstone Stoney,* A.M., M.R.I.A., Professor of Natural Philosophy in Queen's College, Galway':—

Mr. Price.—You look upon the attendance on lectures between the B.A. Degree and the M.A. Degree as not very important?

Witness.—I look upon it as not at all a compensation for the time of the student.

Mr. Price.—You think it would answer all practical purposes to give the student the option of residing or not?

Witness.—Yes.

* This gentleman is at present the Secretary of the Queen's University.

At this stage of Professor Stoney's evidence President Berwick interposed an explanation :—

Edward Berwick, A.B.—I wish to make an observation to the Commissioners as to the courses given to candidates going forward to the M.A. Degree.

Mr. Price.—Are these courses given by the Professors especially adapted to candidates going to the M.A. Degree?

Edward Berwick, A.B.—No!

Mr. Price.—HOW DO YOU GET OVER THE UNIVERSITY REGULATION, WHICH REQUIRES THE STUDENT TO ATTEND A COURSE OF LECTURES FOR TWO TERMS ON SOME ONE SUBJECT?

Edward Berwick, A.B.—HE WOULD ATTEND THE SAME COURSE OF LECTURES THAT HE ATTENDED BEFORE HE TOOK THE B.A. DEGREE, AND THAT WOULD BE SUFFICIENT; BUT THE ARRANGEMENTS ARE ALL VERY DEFECTIVE!!

Mr. Price.—Then he fulfils this regulation by going over the B.A. course a second time?

Edward Berwick, A.B.—Yes!!!

Mr. Price to Professor Stoney.—Proceed with your statement.

The reader will probably do President Berwick the justice of admitting that, whatever might be the case in other respects, 'the arrangements' for 'getting over' University regulations were anything but 'defective.'

Of course even were the M.A. curriculum of the

Queen's University equal in duration to the B.A. curriculum—say of Oxford or Cambridge, this would be but a slight matter after all. The comparative range of studies, the 'regular academic training' pursued during the respective periods of Four Years, would still remain to be taken into consideration, and upon this point there should seem to be little danger any longer of confounding the education of a real University with the sorry shifts and shabby contrivances of a broken-down imposition.

The M.A. Examination, as it is called, of the Queen's University is besides merely a second special examination open to those students who have passed the so-called B.A. Examination.

Far from assuming to correct any of the deficiencies created by that B.A. Examination, it confirms them. It is a specialisation after a specialisation. In this point of view, like the B.A. Examination, it exhibits a sensible deterioration from its original standard. Like the B.A. Examination it has been 'simplified.' In fact, the present M.A. Degree of the Queen's University exhibits a repetition of those Seventeen Varieties, those Seventeen 'Selections' which I have already detailed in connection with the Baccalaureate.

I have only to add, that although this M.A. Degree has been so studiously reduced, the Queen's University authorities would seem to have had their good intentions pretty nearly for nothing. Low as the M.A. Degree has been brought, it has been found impossible to coax the 'total failures' up to it. Out of the little total of 700 'Bachelors,' less than 150 have proceeded to the 'Master's Degree!' The 'total failures' evidently think they have quite enough work cut out for them in the 'B.A. Degree.'

By the way, the scarcity of 'Masters in Arts' can account very easily for one feature in the 'claim' for Parliamentary Representation of the Queen's University, which has puzzled a good many. In 'the older universities,' as 'Professor' Nesbitt says, nothing lower than an M.A. Degree confers the right to vote. The Queen's University —that is, the worst University that ever was or ever will be—'claims' the franchise for B.A. Graduates, and Sir Robert Kane, the 'prave' Sir Robert Kane, is prepared to prove that the 'claim' is irresistible! Without going to any roundabouts whatever, the reader can now very well understand why the Queen's University should have ventured on this astonishing piece of assurance.

If the 'Bachelors in Arts' were lamentably few, were they not a multitude compared to the 'Masters?' Clearly, to confess to less than 150 electors might, in these days of great constituencies, be a dangerous experiment. It is to be feared that the proud possession of less than 700 'emancipated schoolboys' will hardly mend matters.

There are other topics connected with this 'Master's Degree' which might be interesting. However, as this branch of my subject is of such minor importance, I will not delay the reader with details. It is sufficient to know that the Mastership of the Queen's University is the next stage to its Bachelorship, and that less than 150 'Bachelors' have blossomed into 'Masters.'

CHAPTER VII.

CONCLUSIONS.

'Her Majesty's Government are still of opinion that the principle upon which the Queen's Colleges were founded—namely, that of offering education in common to the Protestant and Roman Catholic youth of Ireland—is a sound one, and they are unable to concur in the belief expressed in the Memorial that these Colleges have been a signal failure!!'—*From reply of Sir George Grey to Memorial of Catholic Prelates of Ireland in* 1866.

I HAVE quoted the official declaration of 'Her Majesty's Government' in the year 1866. Will that declaration stand in the year 1870?

I do not, it is true, in this first volume, enter upon the details of what may be called the theoretical feature in Sir George Grey's declaration, 'the *opinion* of Her Majesty's Government that the principle upon which the Queen's Colleges were founded is a sound one.' 'Her Majesty's Government' are perfectly welcome

for the present, at least, to any views upon the subject to which their imperial predilections may dispose them. And in favour of this instance of the governing faculty it must certainly be granted that the vast majority of the Irish Nation are in distinct opposition to 'the opinion of Her Majesty's Government.'

It is to the other part of the official declaration, the expressed 'inability' of the Minister to credit the 'signal failure' of the Queen's Colleges, that I would address myself. 'Her Majesty's Government' have been able to refuse credence to the Catholic Hierarchy. Will they be able to refuse it to their own servants and functionaries, their own Commissioners, Presidents, Professors, and similar witnesses?

We have seen what has been the unanimous testimony of those officials.

President Berwick admitted that the Queen's Colleges confer their Degrees '*for an amount of education which could be acquired in a high school,*'* and that they '*can do little more than perform the functions of a high school.*'† We learned from Professor Thompson that the Queen's Colleges actually do nothing more than perform the func-

* *Ante*, p. 154. † *Ante*, p. 155.

tions of a high school. The duties of their 'professors,' he writes, speaking of his own personal experience, do not differ '*in the very slightest degree*' from the duties of a schoolmaster,* their 'professors' are '*in fact*' schoolmasters.† The Queen's Colleges are not even high schools. To quote again from President Berwick, their 'professors are obliged to be *elementary teachers to the large majority of the students.*'‡

Not only are the Queen's Colleges so poor and contemptible in themselves, but, as might be expected, they are ruining secondary education throughout the country. The 'tendency of their matriculation,' as the Queen's Colleges Commissioners found themselves compelled to intimate, is 'to depress the general standard of school education throughout the country.'§ It actually does depress that standard as far as it can reach. Schools in Ireland have declined since the establishment of the Queen's Colleges. When a master of the Galway Grammar School of Erasmus Smith was asked by the Endowed Schools Commissioners if he could give 'the reason for the decline of the school,' he had to say the reason

* *Ante*, p. 165.
† *Ante*, p. 166.
‡ *Ante*, p. 153.
§ *Ante*, p. 156.

was, that the Queen's College took away his pupils '*before they knew their grammar at school.*' *

In fact the Queen's Colleges are only too happy to admit pupils more ignorant than the great mass of boys at the big schools of England, more ignorant, as Vice-President Ryall confessed, '*than half the boys at Harrow.*' † The Queen's Colleges, as we know from Sir Robert Kane, ‡ would be glad to admit children of fourteen.

To come to details, the Matriculation of the Queen's Colleges admits pupils, to use Professor Thompson's expression, 'almost utterly innocent of Greek.' § It admits pupils, to quote President Berwick's words, 'knowing nothing of classics in fact.' ‖ It admits pupils, as President Berwick puts it, 'prepared in Mathematics to a certain degree,' that is, as we learn from Professor Tait, 'less well prepared' 'in the very elements of Geometry and Algebra' 'than ought to be expected.' ¶ It admits pupils, who, in the phrase of Professor Frings, 'never saw a French word in their lives.' ** It admits everybody it can possibly lay hold of. But no, I must not go so far. 'Possibly,' as we learn from Professor

* *Ante*, p. 106. † *Ante*, p. 142. ‡ *Ante*, p. 113.
§ *Ante*, p. 168. ‖ *Ante*, p. 152. ¶ *Ante*, p. 147.
** *Ante*, p. 149.

Craik, 'possibly if a person came entirely ignorant of the English language,' the examiner would not 'pass him.'* At least, Professor Craik did not 'think' he 'would be asked to do so!'

The education afforded by the Queen's Colleges is not education. The Queen's Colleges 'are under a constant temptation to excuse the inattention of the student to the general course,' as the Queen's Colleges Commissioners had to report.† In the words of President Henry, 'what' the Queen's Colleges 'desire to see is the number of Degrees increased.'‡ As President Berwick declared, 'the students only get a smattering in a great number of the subjects.'§ That 'the information the students acquire' should be no more than 'what may be called smattering' was 'inevitable,' President Berwick explained at length, 'because they have to begin with the rudiments.'‖ The services of the Senior Scholars, Professor Moffett thought 'essential' in order 'that the Professors of the College should not be *always* kept teaching the mere rudiments.'¶

The Queen's Colleges object to strict examinations. As President Berwick said, 'The fact

* *Ante*, p. 144. † *Ante*, p. 224. ‡ *Ante*, p. 273.
§ *Ante*. p. 152. ‖ *Ante*, p. 204. ¶ *Ante*, p. 268.

is, if we rejected candidates who were not sufficiently prepared to enter we should reject eight out of ten.'* As Professor Nesbitt said, 'The students come here knowing little or no classics, and when a strict examination stares them in the face, you can easily see what a deterring influence it has.'† The Queen's Colleges grant 'Honours' for fifteen marks out of 124!! as the official returns certify.‡

Contemptible as were the Queen's Colleges at the time of the Queen's Colleges' Commission, they have *deteriorated* since. At that time, as we learn from Professor Bensbach, the Queen's Colleges might be compared with a German School. § The Queen's Colleges could not afford to keep on terms of equality even with a German School. As we learn from the examination of President Berwick, 'the majority of students' who 'come' could not 'expect' the old degree. ‖ 'Unable to master' the old curriculum, they have, as we learn from the 'University' regulations, to be let '*select*' what they can 'master.'¶

Unworthy of the name of education, ruinous to education, as the instruction afforded by the Queen's

* *Ante*, p. 136. † *Ante*, p. 272. ‡ *Ante*, p. 237.
§ *Ante*, p. 297. ‖ *Ante*, p. 205. ¶ *Ante*, pp. 284, 286.

Colleges is thus admitted upon all hands to be, it has not been left without the most ample endowment out of the public funds. Junior Scholarships, Senior Scholarships, Collegiate and University Prizes, Collegiate and University Exhibitions, have been provided in abundance for its support. To take a single item, no less than 1,938 Junior Scholarships, amounting to the total sum of 47,286*l.*, have been disbursed in direct payment of undergraduates during the twenty years that the Colleges have been opened.* Taking into account other vast sums which have been expended upon Mixed Education in Ireland, we have seen that the total actually reaches the enormous amount of 256,146*l.* at least.† And not even these figures at all adequately represent the total money cost of the Queen's Colleges to the country, since I have not enumerated the cost of buildings, &c., in the amount.‡

As a fact, the scholarship system of the Queen's Colleges has been all through a most expensive system of the most patent and pitiful bribery to accept a despicable education. There have been, said Professor Harkness, 'since the opening of the College an average of three scholar-

* *Ante*, p. 197. † *Ante*, p. 200. ‡ *Ante*, p. 200.

ships to every four students,'* that is, as every student remains on an average three sessions, there have been an average of nine scholarships to every four individuals, = an average of two scholarships and a fourth to every individual student! 'The diminution in the number of students since the opening year of the College' could be accounted for, President Berwick 'thought,' by the fact that in the opening year of the College 'there was a large number of scholarships given in the Faculty of Arts which increased the attendance very much!'† In the words of that schoolmaster of the Erasmus Smith School to whom I have referred above, the students of the Queen's College got scholarships 'when they ought to have remained two or three years longer at school.' 'Did they get scholarships with emoluments?' asked one Endowed Schools Commissioner, astounded, as well he might be, at such a revelation. 'Yes,' said the witness. 'When so imperfectly instructed as you say?' queried another, unwilling still to believe his ears. 'Yes,' repeated the witness, 'they get scholarships of 24*l.* a-year, and a good many premiums!!'‡ As the reader has already heard from Professor

* *Ante*, p. 173. † *Ante*, p. 174. ‡ *Ante*, p. 106.

Melville, 'if we had no scholarships and no exhibitions we might as well shut the doors.' *

In Belfast alone has the number of Collegians—such Collegians! — permanently exceeded the number of pecuniary inducements. And Belfast College, though unfortunately for Presbyterian education the feeding school of the General Assembly's College, is, as we learn from the reports of the Belfast President, utterly repudiated by the Catholic population of Ulster, that is, by the majority of the people of the North. † In Cork and Galway, not even pecuniary inducements have succeeded in drawing more than a minority of Catholics ‡ to accept the disbursements of the distrusted institutions. Even counting Sectarian Belfast to the credit of 'Unsectarianism' the total number of 'Bachelors in Arts'—we shall say nothing of the total number of 'Masters in Arts'— since the opening of the three colleges, has not amounted to Seven Hundred. § Less than 700 Sham Graduates, after twenty years of monopoly, this is all that the country has got for an expenditure of a vast deal more than a Quarter Million of Pounds Sterling

* *Ante*, p. 174. † *Ante*, p. 193. ‡ *Ante*, p. 193.
§ *Ante*, p. 195.

upon the 'Faculty of Arts' of the Queen's University!!!

And the money loss, as the reader now understands, is the least part of the public calamity. What will ever compensate for the detriment to education, secondary as well as superior, involved in the maintenance of the Queen's Colleges for the past twenty years?

The Queen's Colleges are a signal failure. They are a discreditable failure. They are, as I have said, a bad school, and not even a big one. *Their 'Honour Degrees' are no guarantee of even school education.* THEIR 'PASS DEGREES' ARE AN ABSOLUTE DISGRACE. The Queen's Colleges are a radical burlesque and imposture. AND ON GROUNDS OF SECULAR EDUCATION ALONE, THE FIRST STEP TOWARDS ANY EDUCATIONAL REFORM, THE FIRST STEP TOWARDS ANY SETTLEMENT OF THE IRISH EDUCATION QUESTION, MUST BE PRECEDED BY THEIR UNRESERVED AND RADICAL ABOLITION.

On grounds of secular education alone, I have pursued this investigation so far. With the religious question, a darker tale remains to be revealed. 'Danger to Faith and Morals' did you say at Thurles and elsewhere? Reverend Prelates, you knew not half the danger. You cannot have

suspected half the insidiousness. I may not touch upon this subject at greater length at present. Another volume and a later date will be necessary to complete the exposure of that dishonest farce of Imperial Legislation—the Queen's University in Ireland.

APPENDIX.

THE REMEDY TO BE APPLIED.

WHILE writing the concluding pages of the preceding Part, I was reminded of the recent debate in the 'Imperial Parliament' upon Mr. Fawcett's long-pending motion with regard to Trinity College, Dublin.

Mr. Fawcett and his supporters have discovered an ingenious solution of the Irish Education Question. Make bad worse, is their sensible advice, and all parties will be satisfied. Since Catholic opinion has condemned Mixed Education more absolutely even than Protestant Education, grant nothing but Mixed Education if you would act at once with conspicuous tolerance and statesmanlike policy. These intelligent suggestions, coupled of course with the usual intelligent references to 'the flag of Ultramontane domination,'* would appear to a very considerable extent to have fallen in with the dispositions of an assembly at all times about equally remarkable for profound acquaintance with Irish affairs and enlightened sympathy with Irish requirements.

Not, however, to linger too admiringly over the

* Specially exhibited for the occasion by the Hon. David Plunket, M.P., T.C.D., 'in whom the qualities of an orator are transmitted by descent.'

latest instance of Imperial acumen, let me presume to sketch briefly what my own reflections upon the Education Question have led me to observe.

In the first place, there can no longer be any excuse for keeping up the farce of the Queen's Colleges. They, at any rate, should be abolished. This first step will be all the easier, since the Queen's Colleges have been practically abolished ever since they had a beginning. In Belfast alone may a Queen's College be said to exist even in a numerical point of view. And in every other respect, Queen's College, Belfast, is such an utter and indefensible sham, that its complete and careful stamping out must be the first condition of a healthy education for the north. Reverend President Henry, indeed, may have got what he 'desired to see,' a certain number of ostensible Degrees bestowed annually in Dublin Castle; but as this is very different from what the public desire to see, or would be willing to pay for, the extent to which the Queen's College system has succeeded in Belfast renders all the more necessary the summary stoppage of the evil.

Decisive action to this end is especially demanded through the unfortunate circumstance that the General Assembly have been led to adopt Queen's College, Belfast, as the training institution of the Presbyterian ministry. The deplorable want of the higher education observable in the members of the various Presbyterian Kirks has at all times been a conspicuous obstacle to the removal of the narrow and fanatic prejudices unhappily so common to those bodies. None have complained more bitterly of this circumstance than distinguished Scotchmen.* Not to travel outside Ireland,

* See Hannay. I have already quoted Sir William Hamilton.

however, it is incalculable what advantages to the welfare of the whole community might not be confidently expected from any appreciable raising of the standard in this respect among a section of the population so naturally acute and intelligent. Certainly it would not be the Catholics of Ireland who would have reason to object to the most ample provision being made to supply the educational deficiencies of their Presbyterian countrymen. It is, therefore, doubly important that the unworthy influence of Queen's Collegism, with its deceptive and trumpery aims and agencies, should be henceforth removed from the path of Presbyterian improvement. It is sufficiently regrettable that for twenty years that unworthy influence should have been suffered to subsist.

The very fact that there is little in Presbyterian antecedents, either within the seas or beyond the seas, to enable the authorities of the Presbyterian Kirk in Ireland to discern good from bad in University matters, while largely excusing their original error, renders it all the more incumbent on the public to discern for them. If an easily understood sentiment urge them to deny altogether that they have been egregiously duped, the duty of the public is clear. The Presbyterians must be protected from themselves. It is simply unendurable that the instruction of so considerable a section of the population should be left to depend upon an institution which confers 'Degrees' for a bad school education, and 'Honours' for fourteen and fifteen marks out of 124.*

* I may mention, that though I have followed in this statement the Queen's University statistics, yet the reader may remember that Queen's University statistics are not always perfectly reliable,

The plea that Queen's College, Belfast, is at all required by Presbyterian religious opinion, is not tenable a moment. Events have marched rapidly in Ireland of late. And when the proposal is made to relieve the Presbyterian body from the reproach of a disgraceful educational connection, it is not without being able to offer them in return a University instruction in the strictest conformity with their chosen principles. On a hundred occasions they have placed on record their unalterable devotion to Mixed Education. Just in the very nick of time, Trinity College, Dublin, has announced its conversion to Mixed Education in terms as decisive as the General Assembly could themselves devise.

It might be interesting, but it is hardly called for, to relate the successive stages of that assimilative movement which has gradually effaced all educational distinctions between the various Protestant sects. Trinity College, Dublin, not inappropriately, appears at the commencement and the close of the conciliation. The interval is filled up by the Dissenting bodies, the Presbyterians of all kinds, the Methodists of various patterns, the Quakers, the Separatists, &c., &c. The goal is at length attained, and for all purposes of secular education all Protestant varieties are now absolutely one. If they do not all go so far as the Junior Member for the University of Dublin, who has discovered that the principle of Mixed Education is 'imbedded in the very heart of Christianity,' at least they are not conscientiously opposed to that principle.

Curiously funny as giving honours for fifteen marks out of 124 may appear at first sight, I am not without my suspicions that when everything is known, there will appear something funnier still.

They have all tried it. None of them have cried out against it. On the contrary, they have all found it suited them very well. They are all prepared to recommend it even to the Catholics. As for Denominational Education, they have either said of it, Be it Anathema, or, at least, are not disposed to look upon it as at all essential. Give them a Mixed University of secular knowledge, with all requisite Deans of Residence, and they have agreed unanimously that nothing more is necessary. Of course, it is not for me to discuss the motives which have led to this delightful *rapprochement*. I have only to state the fact as, in a financial point of view, at any rate, a most convenient 'simplification' of the Irish Education Question. It would be clearly money thrown away to found separate universities for people who either do not want separate universities, or abhor and detest separate universities.

This brings me at once to the solution of half the whole problem. IN ORDER TO COMPLETELY SATISFY ALL THAT THE PROTESTANTS OF IRELAND ARE DISPOSED TO INSIST UPON, THERE IS NOTHING MORE REQUIRED THAN TO ACCEPT THE PROPOSITIONS OF TRINITY COLLEGE, DUBLIN. The propositions of Trinity College may as well be accepted. In any case, they are certain to be carried out. The Board of Trinity College are too profoundly convinced of the inestimable advantages accruing to all parties from the united education of Episcopalians, Dissenters, and even Catholics, to admit of a doubt that they will not insist upon Episcopalians and Dissenters being educated together, at any rate.

I need not dwell upon the vast gain in every respect to the Dissenters of the change from a Queen's College, Belfast, for instance, to an institution like Old Trinity.

The improvement must not be supposed to be confined to matters purely scholastic. To quote from a Memorandum submitted to the Senate of the Queen's University by the President of Queen's College, Belfast, in the year 1856, 'An important part of education, in my mind, consists in the intercommunication of students with their teachers, and with one another; and I can only speak for the students of the North, in saying that during the years of their Collegiate residence, *a marked improvement takes place in their appearance, manners, and adaptation to the world.*' It is unnecessary to speculate upon the progress in all these respects which might be expected from a shrewd and observant body like 'the students of the North' under more favourable circumstances. It may be that their lamentable error regarding Queen's College, Belfast, has led he Presbyterian Dissenters especially to expend some capital upon undertakings in Belfast, which otherwise would not have been adventured. Under all the circumstances, I can see no reason why they should not obtain liberal compensation. The sum required for compensation would not amount to very much, and could not be more profitably invested.

Having thus disposed of the whole Protestant portion of the Irish Education Difficulty by the agreeable expedient of giving the Protestants everything they have unanimously agreed to ask for, it only remains to dispose of the Catholic portion of the question in a similar fashion. *Just as the Protestants ought to get Mixed Education, because the Protestants want Mixed Education,* SO OUGHT THE CATHOLICS TO GET DENOMINATIONAL EDUCATION BECAUSE THE CATHOLICS WANT DENOMINATIONAL EDUCATION. *In fact, it would be use-*

less to offer the Catholics anything else. The Catholics will not take anything else. THE CATHOLICS WOULD REJECT ANYTHING ELSE, PRECISELY AS THEY REJECTED THE QUEEN'S COLLEGES.

Fortunately, it is both cheap and easy to give the Catholics what alone they are willing to have. In the first place, the abolition of the Queen's Colleges sets free an annual expenditure of some 30,000*l.* Then, Trinity College—reckoning its revenues at the very lowest at 50,000*l.* annually—can very well spare from its superfluity 10,000*l.* 30,000*l.* + 10,000*l.* = 40,000*l.* After that there are the savings from the Regium Donum, the Maynooth Grant, and Church 'Disendowment' Surplus to be turned to some good account. These items would probably bring in another 40,000*l.* a-year, bringing the total annual amount available for Catholic Education up to 80,000*l.* When I propose to leave 40,000*l.* to the Protestants—and the Protestants, *though they are only the one-fifth part of the nation*, are heartily welcome to it—it ought not to seem extravagant to require for the Catholics no more than double that sum *for four times the numbers.*

It may be objected to one element in my calculation that the abolition of the Queen's Colleges would still leave their professorial staff to be supported at the public expense. This objection, however, can be hardly considered to exist. A good many of the Queen's College Professors must be already nearly entitled to their superannuation allowance—for 'satisfactory' service. As for the others, they are pretty certain to get occupations suited to their capacities. The extended utility of Trinity College as a general Protestant University, would be pretty sure to absorb most of them

for posts where, under proper supervision, there would be no danger of their repeating their Queen's College experiences. It would be clearly a little too much to ask the public to pay gentlemen for the loss of their Queen's College situations, when they had got other situations at least as good.

From the consideration of the readily-available means for maintaining a Catholic University in that good repute and efficiency absolutely demanded, I now turn —though at this stage the proceeding may savour somewhat of having begun to build at the roof and afterwards remembered the foundation—to consider the readily-available means absolutely demanded for its fitting establishment. To this end the Queen's College buildings in the several capital cities of Munster, Connaught, and Ulster, would most naturally suggest themselves as calculated to meet the Collegiate requirements of the majorities of the population in those provinces respectively. Unless turned to Catholic uses, they are so much money thrown away. Their utilisation would cause another saving, since, in that case, there would only remain to be provided the capital sum for the construction and furnishing of the metropolitan buildings necessary to complete the Catholic University of Ireland. If, on the other hand, 'Her Majesty's Government,' 'the great Liberal Party,' and so forth, would prefer to preserve the various Queen's College buildings untenanted as standing memorials of Imperial Legislation, far be it from me to cavil at their preference. Only it would then be necessary to considerably increase the sums that otherwise would be sufficient. Probably, not less than 150,000*l.* would be required to provide the necessary buildings in the provinces as well as

Dublin. Of course, after expending so many hundred and fifty thousands for the past hundreds of years to ruin Catholic Education — and no small portion of the money to ruin all Education — a single hundred and fifty thousand should hardly be grudged to revive it.

Under any circumstances, however the Protestant and Catholic Universities of the future may be arranged, let them at least be free from that curse of Queen's Collegism, 'THE DEADENING INFLUENCE,' to quote the words of Professor D'Arcy Thompson, 'OF DIRECT GOVERNMENT CONTROL.' I shall say no more at present upon this head. Irishmen and University men will understand what I mean.

In inevitable connection with any question of the revival of University education in Ireland must be the question of the revival of secondary education. The reader of the preceding volume has already understood the comprehensive action of our Imperial masters against secondary education. I would venture to suggest that it may be time to reverse that notable policy. Were nothing else done, a very very few thousands of pounds annually, distributed in scholarships of moderate amount — so many in each province — to be competed for by the schools of the province, would produce, I feel certain, an incalculable effect. I do not see why the grossly misused endowments of the Endowed Schools, also, should not at length be made to yield a benefit in some degree proportionate to their amount.

There is only one other point upon which I would touch: the nature of the control which the religious authorities of Catholicity must possess in every University intended for the acceptation of Catholics. Ac-

cording to that Galway Professor of Latin* quoted by the enterprising Dr. Ball: 'Placing the University under the control of the Church means simply this:—The Church must have the power of appointing and suspending professors. If not, how can the Church have supreme control?' However, as no person of the slightest common sense ever dreamed of the Church having any control, supreme or otherwise, in anything except the Church's own province, 'Faith and Morals,' I am afraid that 'the distinguished Catholic' has not been so perfectly happy in his observations as 'all true

* Whatever may be the classical attainments of this 'distinguished Roman Catholic,' he has certainly got a remarkably weak head for logic. Let me give the reader a specimen. I quote from the note to his 'Maynooth Resolutions Considered.'

'Since writing the above, my attention has been called to Dr. Quinlan's letter in the *Evening Post* of 9th September. *Dr. Quinlan asserts that 'mixed education' means that the teachers of any place of education are of different religions*, and not, as is 'too commonly supposed in Ireland,' that their pupils are taught irrespective of creed. *But according to the Maynooth Resolutions it is the Catholic youth which is imperilled by the Mixed System.* Unless, then, the Catholic youth is to officer the new institution, it would appear that the Bishops and Dr. Quinlan attach different meanings to the same phrase. *The Bishops regard the pupil, and Dr. Quinlan the teacher.* Considering how vehemently 'mixed education' has been assailed, it seems strange that its impugners should not have settled what it is (!!!)'

That is, Dr. Quinlan, a Professor of the Catholic University, declares exactly *what* the Mixed System *is*, and the Bishops declare exactly *whom* the Mixed System *hurts*. 'The Bishops regard the pupil, and Dr. Quinlan the teacher.' And Dr. Maguire will have it that regarding a thing *both in itself and in its injurious operation* is a conclusive proof 'that its impugners have not settled what it is!!!'

By the way, Dr. Maguire's friends had better, for more reasons than one, give up quoting that gentleman as a 'distinguished' authority on the religious question. Even granting him to be a sort of Trinity College Porson, the canons of a Porson *de moribus* are not, to speak moderately, calculated to convey a very profound impression.

friends of Mixed Education' might probably desire. The *appointment* of professors does not fall within the jurisdiction of the Church. *Provided the candidates for professorships*—and there may be hundreds of them—*are Catholic*, which is the only point the Church, as a moral and doctrinal institution, acting under the mightiest of trusts, has an absolute right to be satisfied about, *the selection, appointment, or whatever it is called, may be left to any body of curators, lay or clerical, of whom the country may approve.* It should not seem that requiring the Professors of a Catholic University to be at least Catholic, is very extravagant. *As for any power of suspending professors after they have been once appointed, the Church can have nothing to do with this either, except so far as is absolutely necessary to keep the University always really Catholic.* If a Professor of a Catholic University does, or teaches, something un-Catholic, he should at least be *suspended* until it is found out whether he has seriously violated the fundamental principles of the institution or not. If proved guilty, why should he not be *dismissed* as well?

With regard to how the Catholic character of the applicants for chairs in a Catholic University is to be determined, extraordinary as it may appear to imperial intelligences, it would be difficult to see how the case of such persons could be dealt with differently from the case of any persons else. In fact, looking to the grave importance of the charge he solicits, I cannot well see why every candidate for a Catholic Professorship should not be required to have among his testimonials a testimonial from at least one Bishop or superior prelate, setting forth in the usual way that he is by character and conduct a fit and proper person to be

entrusted with the teaching of Catholic youth. At any rate, it is clearly impossible that any candidate could be eligible against whose nomination the Bishops of the country—the Bishops of Ireland—had *unanimously* protested, as unworthy of the confidence of Catholic parents. Certainly the University in which such a person would be eligible would not be a Catholic University, whatever it might be, and would be rejected by the Catholic laity, as the Queen's Colleges have been rejected.

Similarly it is clear that no Professor of a really Catholic University, whose teaching or conduct had been authoritatively condemned by the *unanimous* resolutions of the Catholic Hierarchy, could possibly be permitted to continue in the exercise of professorial functions. The exercise of professorial functions under the circumstances of the case would be simply tantamount to closing the University to Catholics. Supposing such a misfortune to have happened, and, after many painful and bitter scenes, after the interruption of the national education perchance for years, after the exasperation of the quarrel to the utmost by all the agencies which would not be absent on such an occasion, supposing the offensive teacher to be at length finally extruded; would it not be the comment of every sensible member of the community that it would have been better to have given a legal recognition to the veto of the prelates in the first instance? Certainly, laying down the law that a professor, *unreservedly condemned by the whole Catholic Hierarchy of the kingdom, without a single exception*, should have no place in a Catholic University, ought not to seem a very stringent proceeding. No respectable Catholic could possibly be

injured by it. On the other hand, there is hardly an office of any kind, however unimportant, for which a man may not be asked to produce a certificate of character from the clergyman of his religious denomination. And is it to be considered an extravagant demand on the part of the Catholic parents of Ireland, that the teachers who are to guide and form the early manhood of their children should not at least be under the grave disapproval of the *whole* venerated episcopate of Ireland? *

* In an extract from the correspondence of Drs. Leahy and Derry with Lord Mayo in 1868, quoted with every symptom of the liveliest terror by the Hon. Mr. Plunket in his recent performance, I observe a demand put forward by the prelates not appreciably differing from the arrangement suggested in the text.

'It is our duty,' their lordships write, 'to state for the information of Her Majesty's Government, that the safety of faith and morals in the University can only be secured by recognising in the Bishops, as members of the Senate, the right—which as Bishops they possess, and which all Catholics must acknowledge them to possess—of pronouncing authoritatively on matters of faith and morals. That right belongs to them, and to them alone, as compared with laymen, and even ecclesiastics of the second order. *According to the doctrine and discipline of the Catholic Church, it is not competent for laymen, not even for clergymen of the second order, to judge authoritatively of faith and morality. That is the exclusive province of Bishops.* As faith and morality may be injuriously affected either by the heterodox teaching of professors, lecturers, or other officers, or by their bad moral example, or by the introduction of bad books into the University programme, the very least power that could be claimed for the Bishops on the Senate, with a view to the counteraction of such evils, would be that of an absolute negative on such books, and on the *first* nomination of professors, as well as on their *continuing* to hold their offices *after being adjudged by the Bishops on the Senate to have grievously offended against faith or morals.* IT WILL BE OBSERVED THAT THE POWER HERE CLAIMED RELATES SOLELY TO MATTERS INTIMATELY CONNECTED WITH MORALITY AND DOCTRINE.'

I have not alluded to the question of improper books in the text. There can, however, be no reason for laying down a different rule with regard to improper books than with regard to improper professors. Of course, with trustworthy teachers the danger from books almost entirely vanishes.

If any 'true friends of Mixed Education' are disposed to object to the arrangement as too 'ultramontane,' I can only say that they are perfectly welcome to call in the Pope.

In fact, looking at the matter in a practical light, two things must be patent to the intelligent reader. 1. If the Bishops have the legal power I speak of, namely, of rejecting a Professor, or the like, when they are *unanimous* in objecting to him, not merely as not being the best man for the post, but as positively being such as the interests of Faith and Morals leave them no option but to absolutely condemn, this power will, practically speaking, be scarcely ever exercised. It is hard to imagine the entire Episcopate of Ireland being *unanimous* in their condemnation of any person without his being manifestly and deliberately uncatholic or immoral; and, at the same time, the very fact of the Bishops having such a power might be relied on to prevent such persons from seeking to be, or to continue Professor in a Catholic University. 2. If, on the other hand, the Bishops had not the legal power of rejection in such cases, the danger of improper persons being professors would really arise. Supposing a person, whom the whole Catholic Episcopate of the kingdom had *unanimously* agreed to condemn, to be Professor in spite of their condemnation, the Bishops could then still *unanimously* warn the Catholic laity against the University. And it will hardly be now denied that a *unanimous* warning of the Catholic Prelates would seriously hamper even government education.

It must be borne in mind that the power of which I have been treating here, is merely the power which belongs to the Bishops *as Bishops,* and which—be it

specially remembered by the British public—they can always practically exercise to a most unpleasant degree. In a University, or University College, to which the Bishops stood in the relation not alone of Bishops, but of Founders and Patrons, they might justly claim a much more extensive jurisdiction.

As a matter of course, it is not to be suspected for an instant that an Imperial Legislature can possibly go right upon this question. They always muddle every Irish question. They always muddle everything essential to the best interests of the country. And only quite natural. Experienced in Arms Acts and Coercion Bills, eminent at harnessing political prisoners to carts, would it not be 'oppressive,' as Sir Robert Kane says, to require them to show 'equal progress' in other subjects also?

N.B.—The Irish Catholics had 'a sentimental grievance' of long standing with regard to the pretension of the Protestant Church in Ireland to be considered The Church of the country. This pretension, they held, was strongly implied in the legal title of 'The United Church of England and Ireland' shared by that Protestant Church. In an intense moment of magnanimity, whirled away by the impulse of their own generous emotions, our Imperial administrators determined 'to carry concession to the utmost verge of political honour.'* 'To inaugurate, by a great act of conciliation, the reign of impartial government in the sister country,'

* 'If Mr. Newdegate's success indicates any tendency to reaction in the Protestant mind with respect to Catholicism, it is mainly due to the exorbitant pretensions of the Catholic Hierarchy *at the very moment that concession had been carried by the Protestant Government*

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specially remembered by the British public—they can always practically exercise to a most unpleasant degree. In a University, or University College, to which the Bishops stood in the relation not alone of Bishops, but of Founders and Patrons, they might justly claim a much more extensive jurisdiction.

As a matter of course, it is not to be suspected for an instant that an Imperial Legislature can possibly go right upon this question. They always muddle every Irish question. They always muddle everything essential to the best interests of the country. And only quite natural. Experienced in Arms Acts and Coercion Bills, eminent at harnessing political prisoners to carts, would it not be 'oppressive,' as Sir Robert Kane says, to require them to show 'equal progress' in other subjects also?

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